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ABSTRACT

The second of two volumes, this document describes the activities of the Tri-State Parenting Collaborative (TSPC) Project, developed to promote education for parenthood activities and programs in the states of Minnesota, North Dakota, and South Dakota. The document details the leadership development programs and support systems that have evolved in identification, training, and use of a network of peer resource personnel (called field associates) for the TSPC Project. The volume is divided into six parts: part 1, the introduction, outlines project development and objectives, while part 2 addresses experiential learning as it relates to adults, describing eight strategies for actively involving others in the learning process. Part 3 focuses on workshop design and provides information about planning and conducting successful sessions. Part 4 describes the training workshop design employed in the preparation of field associates, giving information generated by participants at those sessions. Part 5 provides feedback from field associates and those with whom they work about the model, the training, and the work they have been engaged in as a result of project involvement. Part 6, the conclusion, provides a list of field associates and a bibliography of relevant resources. (MP)

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The Tri-State Parenting Collaborative

Volume II: Leadership Development

by Dennen Reilley

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Part One
Introduction

The Field Associate model and an overview of the booklet

A leader is best
When people barely know he exists.
Not so good when people obey and acclaim him.
Worse when they despise him.
"Fail to honor people, they fail to honor you";
But of a good leader, who talks little,
When his work is done, his aim fulfilled,
They will say, "We did this ourselves."

Lao-tse

INTRODUCTION

Central to the success of the Tri-State Parenting Collaborative has been the identification, training, and utilization of a network of peer resource personnel called Field Associates. This booklet describes the Field Associate model, and details the leadership development programs and support systems that have evolved to sustain the Field Associate network over the past several years.

Recent studies indicate that societal and institutional improvement is facilitated by the collaboration of individuals and groups having common interests and concerns.[1] This premise underlies the work of the Tri-State Parenting Collaborative, whose activities over the past five years have focused on broadening community interest and participation in Education for Parenthood (EFP) and linking formal and informal networks of individuals, institutions, and groups involved with issues of child rearing and healthy human development. The Collaborative built upon the earlier Education for Parenthood initiative, which began in the early 1970s and involved several federal agencies, a nonprofit research and development group, and seven national voluntary youth serving organizations.[2] The EFP program has proved to be most effective when individuals and groups recognizing the need for parenting education have rallied to form support networks for the program.

The Tri-State Parenting Collaborative is supported by a grant from The Bush Foundation to promote Education for Parenthood activities and programs in the states of Minnesota and North and South Dakota. It serves as a linking, dissemination, and implementation system.

Linking system. The project brings together personnel from Education Development Center (a nonprofit organization engaged in curriculum research and development), state education agencies, major universities, local schools, and community groups around issues of Education for Parenthood.

Dissemination system. The project provides information services throughout the three-state area. These include: workshops, meetings, exhibits, and media releases to raise community awareness of the need for Education for Parenthood, and distribution of information about available EFP material and human resources.

Implementation system. The project also provides continuing support to schools, community agencies, or individuals introducing or expanding EFP programs. These include: graduate level courses, inservice and/or support workshops, and technical assistance via phone, letter, and site visits.

While all project personnel are involved in these activities, the major responsibility is assumed by the twenty-eight Field Associates.[3]

All too many people believe that if program innovators bring interested people together, immerse them in the rationale and content of a new program, and send them home to spread the work, conduct workshops, and so forth, they have provided the necessary preparation to launch the new program. These people assume that interest is synonymous with skills. Yet there is no evidence, either from research or experience, to support this belief. In fact, research[4] shows that people preparing to assume new roles need help in developing and refining the knowledge, skills, and attitudes required in those roles. Program innovators have the responsibility of helping program implementers to gain the confidence and competence to do their task well, and the responsibility of providing them with continuing support. This was the challenge of the Field Associate model.

The Field Associate model was originally conceptualized in 1975 and grew of Dennen Reilley's prior experience with the National Science Foundation's resource personnel workshops conducted during the period from 1969 through 1975. The Field Associates are full-time professionals who teach parenting courses at the secondary or adult education levels. Their work for the Tri-State Parenting Collaborative is performed on a part-time consultant basis. The average time commitment is seven to twelve days each year plus training sessions and follow-up meetings. However, all give much more time and energy than ever reported. Their energy, enthusiasm, and commitment--and the professional manner in which they have done their job--have contributed in a very special way to the success of this project.

Four steps were involved in the process of helping individuals serve as effective Field Associates.

Identification. The following characteristics were agreed upon as essential for a Field Associate:

- prior successful experience as parenting teacher or group leader
- prior participation in EFP workshops
- credibility with one's peers
- the desire to grow professionally and share experiences with others

Selection was agreed upon by a group consisting of the Project Director, a representative of the state education agency, and the leader(s) of workshops attended by the person being considered. In addition, every attempt was made to achieve geographic distribution, so that all areas of a state or subregion would be served.

Training. Each of the Field Associates participated in a specially designed program:

- Initial training was provided at two- and one-half-day "consultation skills workshops"
- Follow-up training was provided at five-day "advanced leadership skills workshops"

The design and content of these workshops are described in the following pages and in Part Four of this booklet.

Deployment. Field Associates assumed responsibility, along with other project personnel, for determining EFP needs in their respective geographic areas and for engaging in appropriate activities to meet those needs:

- awareness workshops in areas where the need for EFP had not been established sufficiently.
- technical assistance in linking school and community groups, facilitating the decision-making process, and identifying and adapting materials to meet local needs and utilize local resources.
- inservice workshops and support groups to help people who were teaching programs or leading groups to use materials and techniques effectively, and to provide a forum for mutual sharing and help.

Frequently, these activities were performed in sequence; however, in some areas only technical assistance and/or workshops were required.

Support. Project staff and Field Associates met regularly to provide mutual support, share experiences, and help one another. At these meetings, short- and long-term goals were set and action plans established. All participants reported that these sessions were essential to keep them "fired up" about the project. The high levels of enthusiasm exhibited over a multi-year period are directly traceable to the high levels of mutual respect and support among the Field Associates. In addition, Field Associates were encouraged to stay in touch by mail and phone and, when feasible, to conduct workshops together.

The training model just described is an example of experiential leadership training. This process has a relatively brief history, dating from a Human Relations Conference conducted by Kurt Lewin, Ron Lippitt, Ken Benne, Leland Bradford, and others at Central Connecticut State College in 1946 and the establishment of the National Training laboratory (NTL) in Bethel, Maine the following year. Although thirty-five years have passed, the techniques are not widely used outside of large corporations, the military, the federal government, and national voluntary agencies. Lagging far behind are education, state and local governments, and small businesses and organizations.

The training programs for Field Associates were developed in conjunction with Dr. Ronald Lippitt[5] and have as their focus cognitive and skill development in working effectively with others. The basic skills of a Field Associate are those related to communications and include: listening, expressing, responding, participating, facilitating, observing, intervening, evaluating, reporting, conceptualizing, and designing.

Field Associates attended two workshops, one focusing on consultation skills, the other addressing advanced leadership skills.

Unlike personal growth groups, consultation and advanced leadership skills workshops have a relatively high degree of structure, with the facilitator serving as both group leader and role model. The general sequence of activities for both workshops was the same:

- Getting acquainted--creating an atmosphere where participants felt comfortable and were able to work collaboratively with one another.

- Closing the expectation gap--correlating the goals of participants and staff so that the workshop experience provided opportunities for both individual and group growth.
- Defining roles--introducing the concept of shared leadership and individual responsibility for learning, within the context of relating effectively to others.
- Learning about feedback--creating an atmosphere where feedback process, individual and group goals were expressed through the feedback process.
- Learning about process--generating an awareness of group dynamics.
- Engaging in competition tasks--exploring positive and negative aspects of interpersonal conflict.
- Engaging in collaboration tasks--examining ways in which decisions can be arrived at cooperatively.
- Engaging in consensus tasks--illustrating the idea of synergy where the efforts of the group surpass the efforts of individual participants.
- Planning back-home applications--developing strategies for the transfer of ideas and use of skills to specific on-the-job situations that participants were likely to encounter.

Time was provided for participants to practice new skills and examine their own leadership styles.[6]

Initial training sessions were conducted as follows:

1975	Ann Arbor, Michigan	11 participants
1975	Denver, Colorado	12 participants
1976	Sterling Forest, New York	9 participants
1976	Chicago, Illinois	6 participants

These training sessions evolved into Consultation Skills Workshops and have been conducted in the tri-state area as follows:

1977	St. Paul, Minnesota	9 participants
1979	Fargo, North Dakota	9 participants
1980	Sioux Falls, South Dakota	10 participants

The Advanced Leadership Skills Workshops, as a follow-up to initial training, were prepared in response to needs expressed by Field Associates and have been offered as a three-credit graduate level course at the University of Minnesota as follows:

July 1978	St. Paul, Minnesota	11 participants
June 1979	St. Paul, Minnesota	19 participants
June 1981	St. Paul, Minnesota	15 participants

The workshops are described in detail in Part Four of this booklet.

Three fundamental beliefs influence the development of our training program. First, the concepts, skills, and attitudes of an effective leader can be taught and learned: leaders are made, not born. Second, potential leaders have within themselves much of the knowledge necessary to assume new roles; the trainer's function is to help them identify and utilize those inner resources. Third, ultimately it is the learner--not the trainer--who shapes the learning experience. As a logical extension of these beliefs, the leaders of the consultation skills and advanced leadership skills workshops emphasized the distributive theory of group leadership, where responsibility for performing functions necessary for the group's effectiveness is shared increasingly among all members. The work of Cohen and Smith relates this to the behavior-therapy concept of "fading" where the therapist helps to initiate certain behaviors and then withdraws guidance in small increments until the behavior becomes self-sustaining and autonomous in the patient.[7] Cohen and Smith observe that "the objective of 'shared group leadership' is not based on any demand for a democratic ethic per se. Rather, it is based on our belief and observation that personal involvement, active and responsible membership, and commitment to group goals are enhanced by this orientation."

FIELD ASSOCIATE ROLES AND ACTIVITIES

At the conclusion of training, Field Associates were prepared to serve as consultants to both school and community groups. As effective consultants they had to assume a variety of roles:

- diagnostician--data gatherer, data analyst, evaluator
- facilitator--listener, intervenor, planner, adapter, role model
- teacher--researcher/writer, designer, advocate, leader
- linker--provider of resources, referrals, networking

Field Associates perform in a variety of situations, and engage in all phases of the consulting process.[8]

- Contact and entry--clarify need, determine readiness, and explore potential for working together
- Contract formulation--determine outcomes, expectations, who does what, time frame, and accountability
- Problem identification--utilize strategies and tools (images of the future, force-field analysis, etc.) to clarify the task
- Goal setting--plan what, who, how, when, where, and why
- Implementation--begin to act, evaluate and revise, utilize additional resources
- Contract completion--continue support and skill development, prepare for termination

Additional information about Field Associate activities is included in the booklet entitled The Tri-State Parenting Collaborative: Final Report.

The Field Associates bring special strengths to the Tri-State Parenting Collaborative. These include:

- credibility with their peers
- direct links to the communities in their geographic areas
- integration of the Field Associate role with their own teaching
- sensitivity to local needs and resources
- contacts with existing networks and organizations

All of these elements have contributed to their success and to the increase of EFP programs in Minnesota and North and South Dakota. In addition, the Field Associates have developed and refined skills in adult education and workshop design. This is important, as much of the work of the Tri-State Parenting Collaborative involves conducting workshops for adults. Parts two and three of this booklet focus on the tools and techniques of "experiential learning" and the design and conduct of effective workshops. From 1977 to 1982, Field Associates conducted 95 workshops for more than 3,000 participants and made innumerable individual and organizational contacts.

A special strength of the Parenting Collaborative and Field Associate models is that once networks are formed, linkages made, and personnel trained, they can and will continue to function even after cessation of external funding. Thus, in the tri-state area EFP activities are continuing and are likely to continue over time, even though the Bush Foundation grant has ended. One often hears of seed money but frequently has trouble finding the crops after funds have been expended. This project has been an exception, and the fruits of the efforts of the Field Associates will be harvested and replenished over an extended period.

ORGANIZATION OF THIS BOOKLET

Each of the following chapters deal with one important aspect of the Field Associate program that has been described in this section.

Part 2 addresses experiential learning as it relates to adult learning and describes eight strategies for actively involving others in the learning process.

Part 3 focuses on workshop design and provides information about planning and conducting successful sessions.

Part 4 describes the training workshop design utilized in the preparation of Field Associates and includes information generated by participants at those sessions.

Part 5 provides feedback from Field Associates and those with whom they work about the model, the training, and the work they have been engaged in as a result of their involvement in this project.

Part 6, the conclusion, lists the Field Associates and includes a bibliography of relevant resources.

It is hoped that this booklet will serve as a guide to others wishing to replicate the Field Associate model.

Notes

1. "Networking: Educational Program Policy for the Late Seventies," EDC News, Newton: Education Development Center, 1977; and Interorganizational Arrangements for Collaborative Efforts (Vol. 1-6, Portland: Northwest Regional Education Laboratory, 1980).

2. Federal agencies--the Administration for Children, Youth and Families; the National Institute of Mental Health; and the U.S. Department of Education. Nonprofit research and development group--Education Development Center. National voluntary youth serving organizations--Boy Scouts of America; 4-H Club Federation; Salvation Army; Girl Scouts of the U.S.A.; Save the Children Federation; and National Federation of Settlements and Neighborhood Centers.

3. Field Associates are listed in Part Six of this booklet and all project personnel are listed in the booklet entitled The Tri-State Parenting Collaborative: Final Report.

4. The past thirty years, more than that if one considers work done by the extension service of the U.S. Department of Agriculture, indicates that the approach described above just doesn't work.

   Planning for Innovation, Ann Arbor: University of Michigan, 1973; NSF Wingspread Conference Report, Boulder: The Social Science Education Consortium, 1975; Promoting Change in the Schools, San Francisco: Far West Laboratory, 1974; and Federal Programs Supporting Educational Change (Volumes I-IV, Santa Monica: The Rand Corporation).

5. Dr. Ronald Lippitt is one of the founders of the National Training Laboratories, Professor Emeritus at the University of Michigan, author of more than sixty books and articles, and trainer. He worked with Dennen Reilley to develop the Field Associate model and they co-facilitated the initial training sessions in Ann Arbor, Denver, New York, and Chicago.

6. Workshops for Teachers, developed by Education Development Center as a component of the Exploring Childhood program, Newton, Massachusetts: Education Development Center.

7. Adopted from The Critical Incident in Growth Groups by Arthur H. Cohen and R. Douglas Smith. The book is cited in the bibliography in Part Six of this booklet.

8. Adapted from the The Consulting Process in Action by Ronald and Gordon Lippitt. The book is cited in the bibliography in Part Six of this booklet.

9. The process described is an expansion of the traditional model of unfreezing, moving, and refreezing as conceptualized by Dr. Kurt Lewin.

Part Two
Experiential Learning

Tools and techniques to utilize in workshops
and/or consultation sessions.

EXPERIENTIAL LEARNING

The Field Associates provide consultation services to, and design and conduct workshops for, adults. Research and practice over the past three decades indicate that adults learn differently from young children.

Adults appear to learn best in situations where they are drawn into an active relationship with the information being given. Regardless of how eager the learners are, they will gain most from a course that treats them not as vessels to be filled with knowledge, but as fellow human beings ready to respond to and bring their own resources to bear on new information in several ways:

- Intellectually. What do they think about it? What would they do, or advise others to do, given certain information and specific circumstances?
- Emotionally. How does it make them feel? Can they try to share the feelings of others, to empathize?
- Personally. What experiences can they recall and draw upon to help themselves and others understand and gain insights into what they are learning?

Helping learners to integrate their past experience, their present feelings, and their capacity for creative thinking, and providing them with opportunities to utilize new knowledge, skills, and attitudes, are the best ways to insure that real learning takes place.

Dr. Malcolm Knowles has suggested helpful guidelines for leaders of adult education programs:[1]

- Adults generally see themselves as responsible, self-directed, and independent.
- Adults need to be treated with respect and tend to avoid or resist situations where they are treated like children.

- Adults need to identify for themselves what they need most to learn.

Recent studies by Drs. Fred Wood and Steven Thompson support Knowles' findings.[2] For the purposes of this booklet, their work may be translated as follows. The learner learns best when:

- What is being learned is recognized as necessary to get, maintain, or improve job skills.
- What is being learned grows out of and draws upon the learner's prior experience and interests.
- The training supports the learner's positive self-image and sense of competence.
- The training actively involves the learner in concrete experiences.
- The training allows the learner to practice and apply what is being learned.
- The training provides feedback to the learner about progress toward goals.

The term "experiential learning" is used here to describe this process.[3] There are six steps in the process:

Experiencing--the learner is involved in an activity (does, sees, or says something)

↘

Sharing--the learner interacts with others who have had the same experience

↘

Processing--the learner analyzes the experience and begins to see how it "fits" with prior knowledge, attitudes, and behaviors

↘

Generalizing--the learner decides how this new learning will be useful in other settings (e.g., on the job)

Practicing--the learner tries to use the new learning in the supportive setting of the group

Applying--the learner uses what has been learned on the job

At each step, feedback and support from the group and the leader facilitates movement to the next step.

When implementing a course for adults, seven important steps have been identified:

- Providing introductory activities to help adults to "unfreeze" their fixed habit patterns.
- Establishing an atmosphere in which people feel free to look at deficiencies, and providing objective and nonthreatening feedback to learners.
- Engaging participants in a process of self-diagnosis of their needs and goals for learning.
- Clearly stating the goals of the course.
- Following a general design in which the various types of activities--whole-group discussions, small-group work, individual work, film viewing, reading, etc.--are arranged to take place in a balanced series consistent with the goals of the program.
- Using techniques and materials that involve the learners actively in the process of learning and minimize the need for one-way transmittal. The teacher's role is that of facilitator, not transmitter, of learning--a resource person.
- Planning of evaluation. The skillful adult educator is one who can provide the climate and the tools and procedures to enable adult learners to make responsible, objective assessments of their own progress toward their goals.

Detailed here are eight workshop tools and techniques that have evolved over the past several decades and that have proven effective in stimulating learner involvement. For additional ideas, refer to the booklet, Teaching and Evaluation

Strategies prepared by Education Development Center as a component of the *Exploring Childhood* program. The strategies described here are:

- Brainstorming
- Case Studies
- Discussion
- Force Field Analysis
- Lectures
- Role Playing
- Small Groups
- Structured Experiences

BRAINSTORMING

Brainstorming is a technique for generating and recording ideas. It is used extensively as a way to tap creativity, to ensure that all relevant ideas on an issue are expressed, and to allow everyone in a group to contribute ideas in a non-threatening way.

To ensure that brainstorming sessions reach their full potential, certain rules have evolved and should be followed:

- Say anything that comes to mind
- No discussion
- No judgments
- Repetition is okay
- Piggybacking on other ideas is fine
- Periods of silence are all right

How to Brainstorm

Have newsprint and marker, chalkboard and chalk, or other recording device available.

Arrange the group informally.

Review the rules of brainstorming.

Identify the issue to be brainstormed.

Record all ideas expressed.

Enforce the rules, especially those relating to discussion and judgments.

Conclude the brainstorming after 10-15 minutes, or when it is clear that the flow of ideas is exhausted.

When to Brainstorm

When you want the group to be actively involved in identifying alternatives, expanding the parameters of an issue, or listing topics that should be acted upon later.

When an event has occurred about which the group might have ideas and solutions.

What to Do After Brainstorming

- Use the list as the basis for follow-up activities.
- Use the list for discussion. Ideas can be grouped under general headings identified by the group. These general areas can then become the topics for small group discussion.
- Prioritize the items on the list for follow-through.
- Always use the list in some way.

CASE STUDIES

Case studies are documentations of real events condensed for use in learning situations. They are widely used to stimulate critical thinking and problem-solving skills.

In training, open-ended case studies are frequently used as the basis for role playing. In these situations decisions can be made, rethought, and remade. The individual can develop and practice skills and draw upon the support of the group.

How to Use Case Studies

Select case studies in which the issues are relevant to the group.

When writing case studies, provide sufficient detail for a complete analysis of the issues, but keep them short enough to sustain the reader's interest.

When feasible, have the group read the case study within the framework of the workshop.

Pose questions about the issues raised by the case study, either verbally or by preparing and circulating a worksheet.

Allow the group to discuss the issues, questions raised, and alternative solutions. This can be done in large- or small-group settings, or through role play.

When to Use Case Studies

When the experiences of others closely parallel the issues relevant to the group you are working with.

DISCUSSION

Discussion is a technique that allows all members of a group to share experiences, debate ideas, and work together on common problems. It involves many participants who add to one another's comments, contribute a variety of viewpoints, and act as resources for one another.

In training, we use discussions as a forum for sharing ideas, venting feelings, reaching consensus, and as practice for working with others. It also serves as a vehicle for the development of listening and intervention skills.

How to Lead a Discussion

Plan ahead:

- Define clearly the purpose of the discussion.
- Arrange seating to facilitate interaction (e.g., seats in a circle or horseshoe).
- Use a "trigger device" to start the discussion--a relevant anecdote, statement of a problem, question, or case study.

Involve everyone:

- Get participants talking to one another, not just to or through you.
- Draw others into the discussion by asking, "Do you agree?" "What have your experiences been?" "What's your reaction to that?"
- Wait for others to respond, even if it seems there has been a long period of silence (usually it hasn't been that long).

Intervene only when absolutely necessary. (Over time, group members can be encouraged to make many of the interventions listed below.)

- To clarify or request clarification.
- To point out alternatives that the group has not yet considered.
- To summarize or ask another to summarize what has been said.
- To point out inconsistencies and contradictions in views expressed that the group may not be aware of.
- To keep the group on the topic.
- To add new data--your own ideas on the topic.
- To provide feedback on process--how the group is working together on tasks and how individuals are contributing to or detracting from the group.

Keep track of how the discussion is going:

- Maintain a task orientation.
- Take responsibility for moving things along (without excessive interventions).
- Insure that the group does not "gang up" on one person with whose ideas others might not agree.
- Be aware of nonverbal as well as verbal messages and/or interventions.
- Make sure the discussion is honest and that people are not merely saying what they think you want to hear.
- Decide when not to intervene.

When to Use Discussion

When you want to get the ideas of others and/or their participation in problem solving.

When you want to generate teamwork.

When you want to help develop communications skills.

FORCE-FIELD ANALYSIS

Force-field analysis is a tool for thinking creatively about goals and for making informed decisions. It is used to examine the forces that exist in any situation, some of which are positive (driving) and others of which are negative (restraining). It is useful both as a personal and group tool.

In training, we use force-field analysis in a number of ways and settings. The following format, or one like it, is one that many people have found useful.

Force-Field Analysis

Goal Statement ____________________

Driving/Positive Forces (or Resources/Supports)		Restraining/Negative Forces (or Blockages/Blockers)
	In Myself	
	In Others	
	In the Community	

How to Use Force-Field Analysis

Prepare worksheets for each member of the group before the workshop.

Ask group members to brainstorm or list goals they would like to achieve in their work.

Participants can then work alone or in small groups to:

- Select a goal to work on; goal must be spelled out as a statement, not a question.
- Identify where the forces come from that will have an impact on reaching the goal--for themselves, for their family, for others, for the organization/office, for the community, etc.
- List all forces under each category identified that they can think of; positive or driving forces first, then negative or restraining forces.

List how restraining forces can be reduced or eliminated.

When to Use Force-Field Analysis

When you are trying to reach a decision on a particular goal or course of action.

When you want to identify the resources and supporters of a particular course of action.

What to Do After Force-Field Analysis

Use the data from the force-field analysis:

- To determine the feasibility of the goal.
- To plan future action.
- To mobilize support.

LECTURE

Lecturing is a technique for providing information to members in a group within a defined time span. It is widely used in academic settings. When used exclusively, it promotes learner passivity and limits learner involvement. When used selectively, the well-prepared lecture can support learning and provide additional information upon which actions can be based.

In training situations, lectures are used to provide new and important data to the group. Mini-lectures of 5 to 15 minutes often serve to introduce a new topic or issue or to summarize or recap experiences.

The lecture format is the most effective way to utilize an outside expert's time.

How to Use Lectures

Prepare ahead of time. Select topics carefully and organize them in a way that allows listeners to follow your argument or chain of thought. Use anecdotes and examples to emphasize your major points.

Be brief. Remember that the ability to listen effectively decreases over time.

Be relevant. The group will be more attentive if the relationship between what you are saying and what they need to know is clear.

Be enthusiastic. If you know your subject well and are excited about the topic you are addressing, it will animate your presentation--and the group.

Be creative. Use visual aids to focus the attention of the group whenever possible.

When to Use Lectures

When there is factual data or other information you wish to get across to the group quickly and effectively.

When time is limited.

When an outside expert is coming and can be with the group for only a few hours. Make sure you brief guests prior to their lecture so they are aware of your expectations and the group's needs.

When Not to Use Lectures

When the desired result is the shaping of attitudes, the development of skills, or the application of knowledge.

What to Do After Lectures

Give participants time to question the speaker or to discuss what was heard with other members of the group.

Whenever possible, follow the lecture with activities that allow the group to apply the information presented.

ROLE PLAYING

Role playing is a technique for putting one's self in the place of others and acting out situations as if they were really occurring. It is used in therapy as a way to help people articulate their feelings.

In training, role play is used to gain insight into group and interpersonal processes, and to practice and refine skills within the protective setting of the group. It allows people to practice an approach or skill, receive feedback on effectiveness, and to refine and repractice roles.

How to Role Play

Determine the goal of the activity.

Describe the situation.

Select the role players and assign roles.

Start the role play.

Stop the action when sufficient data have been generated for discussion, or the role players have ceased to generate any new ideas.

After the role play, ask observers to report on what they saw and heard. Then ask the role players to report their feelings about the episode.

Discuss the role play: what happened; why; what was the conclusion; and how could the conclusions have been changed?

Redo the role play if appropriate.

When to Role Play

When you want participants to share an experience in order to give the group a common frame of reference for discussion or follow-up activities.

When you want participants to place themselves in the position of another. By placing one's self in the role of another, one can better appreciate that person's feelings and attitudes, and become more empathetic.

When acting out in advance what a future experience might be like in order to prepare for it. In this way, members of a group can help one another develop or improve interpersonal skills that they will later be called upon to use.

SMALL GROUPS

Small groups allow members of a large group to work together in smaller units in order to maximize individual participation. They are widely used to address tasks or problems within large organizations.

In training, they are used to maximize individual involvement, to teach discussion techniques, to plan an activity, to promote peer interaction, to analyze group roles, and to show that not all activities require direct leader involvement.

How to Use Small Groups

Arrange the room for small groupings. Each group should be far enough away from others so as not to disturb or be disturbed.

Select group members (4-8 members most effective) using criteria decided upon beforehand (e.g., all interested in topic, mix people from different areas, team people from a single area, etc.).

Select a topic or task. Make sure every member of the group understands what is expected.

Assign, or have members of the group assign, individuals to the following roles: chairperson, recorder, and process observer.

When to Use Small Groups

When the task to be performed can better be handled by 4-8 persons rather than 20-30 or more, or when a larger task confronting the group can be effectively subdivided.

When you want to help group members understand how they function when working with others.

What to Do After Small Groups

The group should prepare a report or product to share with the larger group.

Provide opportunities for the larger group to discuss the process of small-group work.

STRUCTURED EXPERIENCES

Structured experiences are devices for focusing on particular behaviors, skills, and attitudes. They are predesigned activities, prepared to produce a predictable result and to promote specific understandings or skills. Most have been tested and are highly reliable.

In training, structured experiences are used extensively to generate data that participants can process. They can be created by leaders or adapted from material published by groups such as University Associates in La Jolla, California. Refer to the structured activities in Part Four of this booklet for examples.

How to Use Structured Experiences

Select structured experiences that are appropriate for the group in terms of their needs and readiness. Do not attempt activities with which you as leader are not familiar or that generate data or feelings you are not prepared to handle.

Make sure that the goals are specific and the outcome clear.

Make sure the activity fits within the workshop time frame; allow sufficient time for debriefing and processing the data generated.

When to Use Structured Experiences

When you wish to involve the group in developing a specific skill or gaining a particular understanding.

When you want to assure comparability of results when working with several groups and carrying out an evaluation.

Notes

1. Adapted from "Program Planning for Adults as Learners" by Malcolm Knowles, Adult Leadership, February 1967.

2. Adapted from "Guidelines for Better Staff Development" by Fred H. Wood and Steven R. Thompson, Educational Leadership, February 1980.

3. Adapted from Reference Guide to Handbooks and Annuals (1981 revised edition) by J. William Pfeiffer and John E. Jones. The book is cited in the bibliography in Part Six of this booklet.

Part Three
Workshop Design

Planning the ingredients of a successful workshop

WORKSHOP DESIGN

The success or failure of a workshop is frequently determined long before participants arrive and sessions begin. It is determined during the planning process. Here are some of the things Field Associates need to consider when planning a workshop.

Contract

Are your goals for the workshop and the expectations of the participants the same or similar? If not, tensions, feelings that needs are not being met, and dissatisfaction with the leader, are likely to occur. Problems can be avoided by informing participants ahead of time about what will occur or when appropriate, by determining participants' needs and designing activities that specifically address those issues.

Time Frame

How much time is available for the workshop, and how long will each session last? Topics and activities should fit the available time frame. Each session should build upon and reinforce learning from prior sessions. Processing should occur as soon after each activity as possible, and not be left until the next day or week.

Location

Where will the workshop be held? Research indicates that the place where the workshop is held will influence what occurs. A remote setting where the group is isolated from interruptions focuses attention on the work at hand. Furniture and setting should be flexible to allow for small-group as well as large-group work.

Participants

Do the participants know one another or are they strangers prior to the workshop? Have they attended training sessions previously? Do they have similar or dissimilar jobs? All of these factors should be considered when planning the workshop and the information should be gathered beforehand whenever possible. The number of participants will also influence the planning and conducting of the workshop.

Resources

What resources, both human and material, will be required? What outside experts are best qualified to present technical information? Will they be able to attend when you need them? Will you have the necessary newsprint, markers, tape, projectors, recording, and duplicating equipment? The availability of people, materials, and supplies are important considerations when planning the workshop.

Follow-up

Have you provided a way for participants to obtain support as they apply new knowledge and skills on the job? If not, they may become frustrated or discouraged. Follow-up can mean peer support, a phone call, letters, onsite visits, or another meeting. Whatever is done will reinforce learning and maximize the impact of training.

The following charts are adapted from instruments prepared by Drs. Ronald Lippitt and Eva Schindler-Rainman, both leaders in the field of human development training. The charts were prepared to design their workshops. They have been widely used by trainers and are currently used by Field Associates.

Preplanning Worksheet

Time Frame (weeks, days, hours, etc.)	
Participants (numbers, needs, characteristics, prior experience, etc.)	
Hoped-for Outcomes (skills, behaviors, knowledge, values, attitudes, etc.)	
Possible Learning Activities and Methods (kinds of groupsings, experiences, involvement, etc.)	
Materials and Resources (physical setup, media needed, logistics, etc.)	

Planning Worksheet

Group ______________________

Date ______________________

Time Frame ______________________

Purpose ______________________

Timing	Activity	Method	Who Responsible	Resources People and Materials

IMPLEMENTING EFFECTIVE WORKSHOPS

Begin with a Raggedy Start Up

Often people who arrive early or on time for a workshop must wait with nothing to do until latecomers arrive. This is not only a waste of time, but frequently causes resentment on the part of those who have already arrived. The Field Associates plan something for participants to do when they arrive that others can become involved with as they arrive.

Ideas for Raggedy Start Ups:

- Paired interviews--as each person arrives, he or she pairs with the next person to arrive to perform some task you have outlined.
- Reading--have readings available that relate to the goals of the workshop. Ask early arrivals to read this material and list any questions they have about what was read.

Be sure to make use of this material, and the questions generated, during the session.

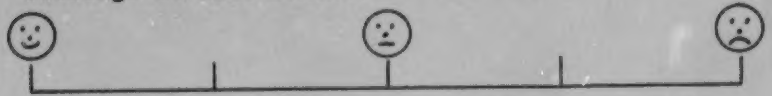
Use Process-Stop Action

At times both leaders and participants become so involved in tasks and activities that they neglect to step back to observe, discuss, and learn about the processes that underlie the activities. At other times feelings of boredom, anxiety, anger, and resentment go unnoticed and unacknowledged, causing friction among group members that negatively influences their work.

At these times the action or activity can be stopped and the process, feelings, etc. examined. Such stop action serves to increase participants' knowledge of the group and of themselves. Frequently, when action is resumed, the original task or activity flows more smoothly.

Ideas for Process-Stop Action:

- Draw the following figure on newsprint or distribute preprinted worksheets and ask each participant to mark the line at the point representing his or her feelings at that moment.

  Why do you feel that way? Use the data for group discussion.

- Ask participants to list as many of the learning activities as they can that are inherent in the current activity. Divide the group into subgroups of three to discuss and reach consensus on the learnings. List the results of each group's work and discuss.

Gather Feedback

Evaluations at the conclusions of workshops provide information about what participants learned and how they feel--but too late. Gathering information from participants periodically during a workshop provides ongoing information about participants' responses to activities and allows you to adjust activities to meet their needs more effectively. Feedback should be solicited at the conclusion of each session.

Simply gathering feedback is not enough. The information should be used to improve the workshop. Also, the leader should share feedback with participants, to let them know what he or she is doing to respond to issues they have raised.

Ideas for Gathering Feedback:

- Post the following chart on newsprint and ask participants to add words, symbols, phrases, etc., to indicate their response to the day's activities.

Please respond in terms of your goals, leaders' goals, program goals, and other happenings during the day.

Positive	Negative

- Pass out the following worksheet and ask participants to complete and hand it in at the conclusion of the day's activities.

Feedback on Day

1. How relevant was today's session to your here-and-now needs?

highly relevant	fairly relevant	slightly relevant	not very relevant

2. How probable is it that you will put ideas from today into action?

highly probable	quite probable	slightly probable	not very probable

3. How do you think you might use what you learned today on the job?

4. Please give feedback to leaders about leadership styles, content, skill development, feelings, and other information that you think would help others.

Sample Preplanning Worksheet for EFP Awareness Workshop

Time Frame (weeks, days, hours, etc.	o A two-and-one-half hour meeting from 3:00 to 5:30 p.m. (after school)
Participants (numbers, needs, characteristics, prior experience, etc.)	o 15-20 people 8+ secondary teachers 2+ administrators 3+ representatives of community groups 2+ parents o almost all college graduates o 80% females and 20% males o age spread from 22-60 years o different family backgrounds o from an average-sized community o different levels of awareness about EFP

(continued)

Participants (cont.)	o 10 percent minority
	o church groups influential in community
	o community resistant to sex sex education
Hoped-for Outcomes (skills, behaviors, knowledge, values, attitudes, etc.)	o develop a positive attitude about EFP (want to introduce programs)
	o create linkages between school and community
	o share information about resources: materials people summer workshop at university
	o desire follow-up meeting and activities
	o know that EFP does not conflict with community values
Possible Learning Activities and Methods (kinds of groupings, experiences, involvement, etc.)	o raggedy start up (get to know one another)
	o display of materials
	o activities using EFP resources (films?)
	o brainstorm EFP needs in community
	o small-group force-field analysis on introducing program and community collaboration

(continued)

Possible Learning Activities (cont.)

- lecture by panel from neighboring town using EFP (teacher, social worker, minister, superintendent of schools, YMCA representative, etc.)
- feedback and next steps

Materials and Resources (physical setup, media needed, logistics, etc.)

- Newsprint, markers, tape
- Film, projector, and screen
- Cassette tape player
- Flexible seating for groups of three or four
- Exhibit of EFP materials
- Worksheets

Sample Planning Worksheet

Group School and Community Members

Date September 23, 1981

Time Frame Wednesday, 3:00-5:30 p.m.

Purpose EFP Awareness

Timing	Activity	Method	Who Responsible	Resources People and Materials
15 min.	Raggedy start up	Instructions on newsprint at entrance. Background music.	All	Folders, pins, pens, record, record player

(continued)

Timing	Activity	Method	Who Responsible	Resources People and Materials
	FLORENCE UO TV UE R E Add a positive parenting word for each letter in name. Circulate-meet and read other folders.	Name on file folder.		
30 min.	Panel of supporters from neighboring community	Presentation: Need Program Reactions Results	Panelists: Minister Teacher Administrator Social Worker etc.	
10 min.	Brainstorming	What are the EFP needs of our community? (post list)	Leader	Newsprint, marker, tape
15 min .	Film Viewing	Exploring Childhood preview film	Leader	Film, projector, screen

(continued)

Timing	Activity	Method	Who Responsible	Resources People and Materials
20 min.	Small-group activities	"Family" and "Development" posters--what do you see? * * * List learnings inherent in posters that would be valuable for teens	Participants	Posters, newsprint, markers, tape
10 min.	Brain-storming	What groups in our community ought to be involved in shaping an EFP program?	Leader	Newsprint, marker, tape
30 min.	Force-field analysis	In small groups, list EFP goals and identify the driving and restraining forces. Identify next steps.	Participants	Worksheets, pens
10 min.	Report-ing	Small group reports--record results and next steps.	Leader	Newsprint, marker, tape
15 min.	Exhibit	Review of existing EFP materials and informal question/ answer time	Leader	Display
5 min.	Feedback		Individuals	Worksheets

This awareness workshop design was adapted from one prepared by three participants in the Consultation Skills Workshop conducted during the fall of 1980 in Sioux Falls, South Dakota.

GENERAL CHARACTERISTICS AND DESIGN CONSIDERATIONS

Over the years, the following general characteristics of different types of workshops conducted by Field Associates have evolved.

Awareness Workshops

- start up
- need for EFP
- resources and activities
- reflection and decision making
- next steps
- feedback

Initial awareness of need is explored, along with possible ways to address that need. Sessions are usually structured by leader.

Inservice Workshops

- start up
- activities
- concept and skill development
- resources
- sharing prior experiences
- feedback

For those people who are implementing programs, these workshops offer "how to" information. Sessions are relatively structured and leader directed.

Support Groups

- start up
- sharing current experiences
- sharing current successes
- sharing current concerns
- group help
- feedback

Issues are defined by current implementers. Workshops are relatively unstructured, with leader assuming a facilitator role.

Participants in Consultation Skills Workshops conducted over the past several years have been asked to identify critical design considerations. Following is a summary of their responses. Readers may find these suggestions helpful as they design their workshops, and will undoubtedly want to add to the list.

Design Considerations--What to Do

- Gather advance information about participants
- Use a raggedy start up activity
- Plan an appropriate sequence of activities
- Design smooth transitions between activities
- Use process stop-action strategy, if appropriate
- Facilitate participant involvement
- Allow time for participants to process information
- Provide opportunities to practice skills
- Request reports from groups
- Gather feedback
- Plan the ending and any follow-up activity

Design Considerations--What to Avoid

- Excessive use of lectures
- Inadequate resources
- Inappropriate groupings
- Insensitivity to participant needs
- Too little time
- No input from participants

The bibliography in Part Six of this booklet lists additional resources on planning and conducting meetings and workshops.

Part Four
Training Package

Design for Consultation Skills and Advanced Leadership Skills Workshops conducted between 1977 and 1981.

TRAINING PACKAGE

The training of Field Associates involves their active participation in a two-tier program. The workshop designs are detailed here.

CONSULTATION SKILLS WORKSHOP

The goal of initial training is to prepare Field Associates in two critical skill areas and to generate enthusiasm for the new role they are about to assume as consultants and workshop leaders. The skills developed during the three-day sessions are communications and workshop design.

The following design is a composite drawn from three Consultation Skills Workshops conducted in the tri-state area between 1977 and 1981, and four other workshops conducted prior to 1977. Included is a sampling of participant-generated ideas. Participant feedback is reported in Part Five of this booklet and also in this section.

Experience has shown that a remote location for the workshop and a group size of six-to-twelve persons optimizes involvement and facilitates total participation.

The design follows the general sequence of activities outlined in the Introduction.

- Getting acquainted--raggedy start up, initial brainstorming, and small-group work.
- Closing expectation gaps--listing of common goals and daily review of degree to which individual and group goals are being met.
- Exploring roles and shared leadership--small groups, sharing designs, and skill practice.

- Learning about feedback--daily feedback sheets, design critiques, and feedback on feedback.
- Developing awareness of process--process stop-action, feedback, small groups, and skill practice.
- Planning back-home applications--images of the future, design, and action planning.

DAY ONE

Goals

- Getting acquainted
- Reducing the expectation gap
- Examining roles and defining responsibilities
- Developing workshop design skills
- Developing an awareness of process
- Learning about feedback

Materials

- Worksheets 1 through 5
- Newsprint, easels, markers, masking tape
- File folders, string, scissors, pens or pencils
- Six-foot table near entrance, additional tables available, flexible seating

Procedures

1. Raggedy Start Up 1 1/4 hours

Purposes: to give participants and facilitators an opportunity to get to know one another; to introduce the idea of shared responsibility for activities; and to find out what participant expectations are for the workshop.

Group size: an unlimited number of pairs

Participant materials: worksheet 1 packet

Physical setting: a room large enough for pairs to talk simultaneously without disturbance, with a table containing worksheets and materials near the door.

Process:

- Pass out or have participants pick up Worksheets 1 and 2 and begin.
- Conduct Warmup Interviews:
  - --What is your job? Your main activities?
  - --What do you find most exciting and interesting about the work you are doing now?
  - --What experiences have you had with EFP? What have you liked best about it?
  - --What interests you about the Field Associate role?
  - --What questions do you most want to explore during this workshop? What do you most want to get from it?
- Circulate, read other folders, and get to know others.
- Report responses to last interview question to whole group (see sample participant response below); list group responses on newsprint and prioritize.
- Display manila folders for re-reading at leisure.

Sample Participant Responses

- o What is expected of me in this role?
- o What are some of the tools I will require to help others in my area?
- o What are the lines and methods of communication during the year?
- o What materials and ideas are there for awareness workshops?
- o How can ongoing work in other states help efforts here?

- How can I present EFP to others?
- What should be the plan of action to go with my enthusiasm?

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2. Mini-Lecture: The Challenge of Dissemination (Outline)

- The agricultural model of transforming new ideas and methods into practice is useful.
- Practitioners are most willing to adopt new ideas presented by peers (someone like me).
- There is a twenty-year lag in educational adoption of new ideas.
- Major considerations for successful dissemination:
  - --Value ingredients are critical for instituting educational change.
  - --Payoff is less visible and risk potential appears greater.
  - --More skill development is required.
  - --Adaptation rather than adoption is required.
  - --Involvement of others as support is critical.
- Major ingredients for success:
  - --Utilization of credible peers.
  - --Provision of support during implementation.
  - --Assistance in the adoption process.
- The Field Associate (FA) model is designed to provide effective dissemination of EFP through credible peers.

3. Brainstorming: The Field Associate Role 20-25 minutes

Purposes: to discover participants' view of the role; and to broaden their perceptions.

Group size: all

Participant materials: no worksheets

Physical setting: Arrange seating in a horseshoe, facing newsprint and easel.

Process:

- List the rationale and rules of brainstorming and post.
  - --List the rationale and rules of brainstorming and post.
  - --No discussion
  - --No judgments
  - --Repetition is okay.
  - --Piggybacking on other ideas is fine.
  - --Periods of silence are all right.
- Introduce topic: What are the key aspects of the Field Associate role?
- Post brainstorming results.

Sample Participant Responses

- o Being open to new ideas
- o Facilitating adoption and adaptation
- o Being empathetic
- o Being knowledgeable
- o Being enthusiastic
- o Having good human relations skills
- o Exercising leadership
- o Knowing resources
- o Learning from mistakes
- o Having a sense of humor
- o Responding to needs
- o Answering questions
- o Raising questions
- o Keeping lines of communication open within network
- o Setting a climate--making others feel capable and important
- o Encouraging the sharing of ideas
- o Being available
- o Setting priorities

- Utilizing the expertise of others
- Admitting you don't know, but willing to search for the answer
- Being organized and planning ahead
- Keeping in touch with EDC

(Note: average brainstorm on this topic generated eighty plus responses.)

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4. Introduction to Design: Design of Afternoon Activities

45 minutes

Purposes: to provide participants with a model for planning workshops; to give them a voice in determining what occurs here; and to show that the facilitator cares about the needs of this group.

Group size: all

Participant materials: worksheet 2 packet

Physical setting: Remain seated in horseshoe, facing newsprint and easel.

Process:

- Pass out worksheet 2-1 and create a duplicate of categories on newsprint.
  - --Information about participants
  - --Goals: hoped-for outcomes
  - --Potential learning activities
  - --Material and human resources
- Elicit responses; discuss and list the information vis-a-vis this group and the needs of the participants.

Sample Participant Responses

- Potential learning activities
  - --breaking into small groups of interest/needs areas
  - --designing a workshop

--sharing ideas, feelings

--talking about positive/negative workshops

--listening

--reading materials

o Information about participants

--here for a limited time

--have come from a distance

--different backgrounds: small town, city

--93% female

--college grads

--all concerned with parenting

--all educators

--different number years of experience

--different levels: parents/adults, junior and senior high, occupational

--different resources available

--different lifestyles: single, married

--balance between professional educator and community members

--balance between professional educator and community members

--focus? child development, family life, occupations

--public and private schools

o Goals--hoped-for outcomes

--Designing workshops that address the diversity of your group

--Clarification of information (resources)

--Learning to organize a workshop

--Feeling confident about being a Field Associate

--Continuing communication--continuing support

--Learning more about Exploring Childhood and Parenting Collaborative

--Timing

--Sharing unsuccessful and successful practices

- o **Material and human resources**
  - --each other
  - --state colleges and universities
  - --professional
  - --community resource people
  - --people: students and parents
  - --PTA
  - --other schools
  - --*Exploring Childhood*
  - --State Department of Education

Break for Lunch

Introduction to Design (continued) 30 minutes

- Review preplanning
  - --What do you know about the participants?
  - --Hoped-for goals: be positive and realistic.
  - --Activities to achieve goals: alternatives.
  - --What material and human resources are available?
- Pass out worksheet 2-2 on planning (prepared by leader/facilitator during lunch, using data from preplanning sheet developed in morning)

Sample design

Timing	Activity	Method	Who Responsible	Resources People and Materials
1:00	Workshop design	Presentation	Facilitator	Worksheet, newsprint, etc.

Timing	Activity	Method	Who Responsible	Resources People and Materials
1:30	Images of the future	Brainstorming, force-field action planning, small groups, etc.	Facilitator	Worksheets, newsprint, etc.
4:30	Reading	Independent study	Participants	Papers, booklets, proposals, flyers, etc.
4:45	Process stop-action	Discussion	Facilitator	Worksheet
4:55	Feedback on Day	Individual completion of form	Participants	Worksheet

5. Images of Future and Force-Field Analysis 2 1/2 hours

Purposes: to elicit participant views of what ought to be occurring in EFP; to provide a model for decision making; and to identify tasks the Field Associates can or ought to be involved in.

Group size: variable for different phases of the activity, from large to small groups.

Participant materials: worksheet 3 packet

Physical setting: flexible to allow movement from large group seated in horseshoe to small groups of 3-4 persons with tables.

Process:

- Give directions: "Pretend for a minute that we have been transported years into the future. Looking back in time we find that all our hopes regarding EFP have been realized. Let's brainstorm what is going on."

  (Record and post images.)

"We've created quite a list, and things really are quite different. Return now from the future to our role in this workshop. What should we be doing over the next two years to make our images become reality?"

Sample Participant Responses

What Is Going On	What I Am Doing
Sharing information, resources, networks, etc.	Reading, some recent information.
	Collaborating with other teachers to get ideas.
	Collecting or compiling resource materials/people by checking with people already involved.
	American Association of University Women (AAUW)--Families facing change.
	Displaying materials in schools and county library. Conducting in-service programs--awareness workshops for teachers and advisory group-school board.
Linking all groups involved in EFP	Contacting people by letter--social service, Head Start, extension, Human Resource Center. Making follow-up phone calls; meeting for coffee; discussing (brainstorming) common goals; sharing resource people.
	Informing parent advisory committee and staff and superintendent. Checking on status of CQE with Minnesota team.
Making workshops available for people	--Attending workshops put on by other Field Associates.

(continued)

What is Going On	What Am I Doing
	--Working with other Field Associates in planning workshop.
	--Planning a variety of activities.
	--Giving people some "hands on" types of materials to work with.
	--Reading current information.
	Being involved with team providing 2-3 workshops in southern Minnesota.
Making more parents aware of need for available support, assistance, and resources	Implementing adult program in parenting.
	Continuing job in center and in community, initiating more newspaper articles, hiring outreach worker.
	--Obtaining approval from local administration and board of education.
	--Conducting informative workshop.
	--Soliciting newspaper publicity.
	--Listing resource people available.
	--Using social services.
	--Using librarians.
Involving students in EFP graduate requirement (increasing male involvement)	Sponsoring Dad's Nite in November, January, and February.
	Running an effective program; giving students a positive program.

(continued)

What is Going On	What Am I Doing
	--Recommending adding one-semester parenting education program to curriculum. --Urging more emphasis on parenting in all home economics areas. --Initiating FHA projects and activities involving parenting.
Fostering positive school and community attitudes regarding EFP	Seeking out community leaders and organizations for their involvement (March of Dimes, Extension Club); making myself available as a speaker. Sending letter to school teachers informing them of what's available. Publishing picture/articles about program in school newspaper. --Working to make class better. --Using students as resources; involving students in providing children for observation, etc. --Using teachers as resources. --having speakers or panel discussions at PTO. --Organizing informal coffee hour--small groups. --Using handouts to publicize. --Presenting materials to community organizations. --Contacting March of Dimes, doctors, to give programs.

(continued)

What is Going On	What Am I Doing
New Field Associates meeting to share successes	Calling __________ or __________ on the first of each month to support each other.
	Attending meeting.
Generating publicity/ T.V., etc., about program--articles in local papers/speakers' bureaus, etc.	Informing chronicles.
	Displaying materials at library and school. Publishing article in paper--community/school. Appearing on T.V. Being available for speaking.
	Writing local news release on parenting education. Using posters, etc., within PTO, class, community.
	Mentioned program at Minnesota Reading Association at November meeting.
Making research and statistics available to document need for more EFP	Participating in CQE extension process and checking on providing information to EDC.
Generating more money available for EFP	Sending letters to legislators, inviting them to visit programs? How? What?
Reaching "reluctants" (administration, etc.)	Sending participating parents to reach other parents.
	Building better communication between administration and self.
	Reaching school board in spite of administration if necessary.
	Involving some people from community who may help others develop more positive attitudes.

- Pass out worksheets 3-1, 3-2, and 3-3, and divide group into subgroups of three or four (by state or area).

- Each group should:

  --Select one priority from image list and translate it into a goal statement.

  --List driving and restraining forces.

  --Brainstorm ways to mobilize support.

  --Identify action steps to achieve goal. (Things to think about: Who beside yourself is needed to work on goal? How will you recruit these persons? How do you begin? Where do you start?

  --Report out: list and post goal statements, forces identified, action steps, and resources identified.

Sample Participant Responses

Goal: We will have three awareness workshops involving an average of twenty participants.

Supporting Forces		Hindering Forces
Feeling among professional teachers that there is a need for the proposal/project	Forces inside persons	Lack of knowledge
		Lack of commitment
		Not a priority
Commitment		Insecurity in teaching this concept
Dedication		Personal background
Peer compatibility	Forces between persons	Personality conflicts
Provide "hands on" experience		Misunderstanding of purposes
Public relations for informing		Credentials of educators

(continued)

Supporting Forces		Hindering Forces
Division of Voc. Tech. Ed. Home Economics Supervisor	Forces in institutions and systems	Schedule/calendar
College of Home Economics Education		Uncontrollable factors (weather, gas shortage, etc.)
Community realizes need		Administration
Advisory Council		Community
March of Dimes		Interdepartmental conflicts

Force-Field Analysis

Mobilize Support:

- Advisory Councils
- Home Economics news releases
- F.H.A. State Meeting
- S.D.H.E.A. Meeting

Remove Hindrances:

- Public relations
- Read and study materials (D.R.'s suggestion)
- Plan most feasible date

Steps of Action:

o Display at S.D.H.E.A. Meeting	April	F.A.s
o News releases	3 times/year before workshops	State Dept. of Education
o F.H.A. State Meeting	October	F.A.s
o Advisory Council Meeting	Variable	Each Teacher

o Public relations letters	Variable--before awareness workshops	F.A.s
o Resource materials and personnel	Workshops	
o Arrange dates for workshops	By January 20, 1980	F.A.s
o Assignments, reporting	Workshops	Each teacher

6. Readings 45 minutes

Purposes: to acquaint participants with a variety of resources; and to provide data input.

Group size: individuals

Participant materials: multiple copies of proposal to The Bush Foundation; ACYF matrix; papers on EFP by Dennen Reilley and Stan Kruger; "25 Questions" paper; EDC Annual Report; CWRIE documentation of the Minnesota project; the "Governors's Position Paper" prepared in Minnesota; and Exploring Childhood overviews.

Physical setting: informal seating with resources on table near door.

Process: independent study

7. Process Stop-Action 20 minutes

Purposes: to examine learnings during the initial day; and to assess participant feelings about what is occurring.

Group size: all

Participant materials: Worksheet 4

Physical setting: informal seating as used in prior activity

Process:

- Pass out worksheets to be completed by each participant.

- List learnings identified on newsprint and post.
- Collect worksheets for evening review.

Sample Participant Responses

- Raggedy start up
  - --briefing sheet
  - --interview schedule and materials
- Brainstorming (and roles)
- Info sharing
- Prioritizing
- Image of F.A. role and effects
- Punchline practice
- Role play (trio-ob. role, feedback)
- Design planning
- Read interviews and shared observations
- Used newsprint for documentation

8. Feedback on Day (Worksheet 5)

Sample Participant Responses

Positive	Negative
Interesting to begin A.M. session--so good for getting acquainted in the group.	Having to take down the posters was disturbing but necessary.
	Moved a little slow at times--maybe some topics got dragged out--very minor.

(continued)

Positive

One of my goals was to learn "what is my role" as F.A.; I'm beginning to understand more clearly what is expected.

Sharing ideas and experiences was another highlight of the day.

Good learning experience--an enjoyable day.

Comfortable atmosphere--relaxed "leader," terrific participants.

Feel more confident about myself.

Delicious lunch, enjoyed sharing of ideas.

Learned much information by listening to others.

More resource material to use.

Good day, I'm glad I'm here.

Received support for my feelings.

Informal low-key approach--very non-threatening.

Like knowing direction of daily schedule.

Liked group involvement, sharing of ideas, brainstorming.

Cooperative attitude of people.

Negative

Frustrating not knowing what to expect.

Activities should involve more movement--tired of sitting.

Need extra empty luggage to carry materials on plane.

Facility problem due to multi-conference activities.

More prior knowledge may have helped "sell" the idea.

Variety of movement and activity need--hard to concentrate.

Brainstorming good BUT list of F.A. characteristics humanly impossible--almost defeating to think about.

Oh well--we will overcome.

Lots of questions about my role and responsibilities still unanswered.

Lots of concerns/needs mentioned--leaves me almost overwhelmed with what needs to be done.

(continued)

Positive	Negative
Setting of room.	
Learned more about my role.	
Fun, productive, organized.	
Posting work for review--at leisure.	
Good not to have coffee breaks; help yourself--seems like you don't waste a lot of time--freedom.	
Liked preplanning sheet and designing workshop plan.	
Good job--good meeting--enjoyed the day!	
Glad to have time to get to know others.	
Met my needs of wanting more information on what is expected of me and EDC and Parenting Collaborative Freedom to express.	
Collection of resource ideas and materials.	
Liked sharing of positive and negative--also working out case study.	
Confidence building--flexibility.	
Knowing materials are being documented and sent.	
Getting to know each other.	
Helpful methods for dealing with reluctant support personnel.	
Answered many of the questions I had.	

(continued)

Positive	Negative
New techniques.	
Group support is great-- I'm not alone.	

DAY TWO

Goals

- Practicing communications skills
- Modeling leadership behaviors
- Providing feedback on workshop designs
- Continuing analysis of process

Materials

- Worksheets 6 through 9
- Newsprint, easels, markers, and masking tape
- One table per group of three participants
- Flexible seating

Procedures

1. Raggedy Start Up — 15 minutes

Post yesterday's feedback for review by participants, plus provide feedback on their feedback.

2. Communications Skills — 2 hours

Purposes: to introduce the idea of skill practice; to encourage participants to help one another; and to identify and work with negative attitudes participants may encounter in their new role.

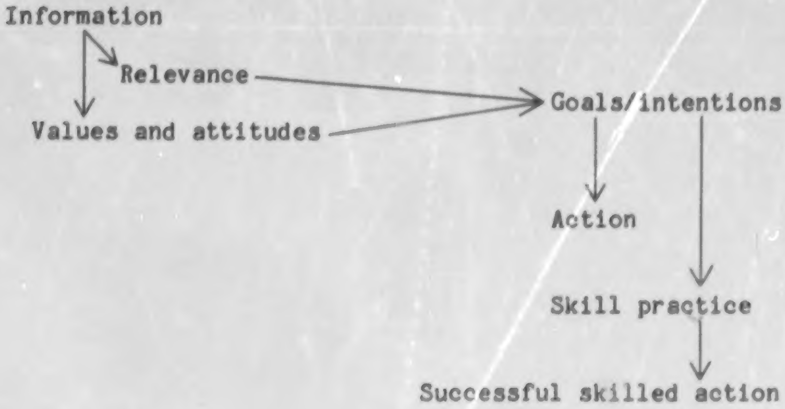
Group size: variable from entire group to triads

Participant materials: worksheet 6

Physical setting: flexible to allow movement from large to small groups; no tables required.

Process:

- Present mini-lecture on the importance of "skill practice" as a bridge between intentions and actions.


Information
Relevance
Values and attitudes
Goals/intentions
Action
Skill practice
Successful skilled action

- Conduct brainstorming of issues Field Associates are likely to be confronted with by people in their work.

Sample Participant Responses

- o Teachers envious of your position as a F.A. leader.
- o I think this should be done in the home and the church.
- o What's the matter with what I teach now?
- o I don't have time for anything else!
- o We can't afford it.
- o Parenting is already in child development.

- Pass out worksheet 6, divide group into triads for skill practice.

- Reconvene large group and list the principles discovered in the exercise (tips and traps).

Sample Participant Responses

- Remain calm, don't panic.
- Stop and think!
- Be sensitive to each individual situation
- No putdowns--verbal/nonverbal.
- No jargon.
- Confidence in self.
- Willingness to admit, "I don't know."
- Supportive of other people's right to differ.
- Practice listening skills; restate the problem.
- Don't be defensive.
- Be positive.
- Not too strong.
- Approach the problem together--common goal.
- Devil's advocate--knowledge.
- Assure them you will make use of information (monopolizing type).
- Handle it later.

3. Design of Awaren[illegible] Workshops 45 minutes

Purpose: to give participants an opportunity to plan for back-home activities; to allow state teams to work together; and to provide for group critique of designs.

Group size: small groups of 3-4 persons

Physical setting: tables grouped around room with enough space for groups to work without interfering with the work of others.

Process:

- Pass out worksheets--group should record preplanning and planning ideas on newsprint for sharing with group later.

Participant materials: worksheet 7 packet

Sample Preplan

Client Population	Hoped-for Outcomes	Possible Learning Activity Ingredients and Methods	Materials and Resources
Home Ec teachers - up to 30 years teaching experience (avg. 8-10 yrs.) 20-30 first-year teachers Positive feelings about inservice Positive feelings about need for parenting education Positive feelings about this project (have already demonstrated interest in being involved) Want easy-to-use ideas to take home	Identification of teachers already involved in parenting education in some way (teachers will become aware of who is doing what) Knowledge of summer workshop and what to expect Able to "sell" parenting education to school administrators and community (so approval will be given for attending summer workshop) Teachers will apply for workshop	Group discussions led by these persons (other involved teachers will be identified during awareness workshop) Information (written and spoken) on workshop and total project Q&A session "Testimonial" from administrators and teachers. Follow-up: additional contacts with schools to provide support for initiating or expanding parenting education. Awareness Workshop Introduction: Rationale for Parenting Education View displays	Project brochure NDSU brochure (re: workshop) Bismarck Superintendent of Schools Williston High School Principal Teachers Bismarck Advisory Committee/School Board Application forms (distributed at end of workshop)

(continued)

Client Population	Hoped-for Outcomes	Possible Learning Activity Ingredients and Methods	Materials and Resources
	Reinforce or develop a commitment to parenting education Take home some usable ideas and materials for parenting education Develop an "I can do it" feeling	Small group discussions	Teachers and Administrators preview film (bits and pieces from EDC films) Display - of mateials used this year - EDC display

Break for Lunch

4. Design of Awareness Workshops, continued 3 1/2 hours

Sample Plan

Timing 2 1/2 hrs.	Activity	Method	Who Responsible	Resources People and Materials
10 min.	Introduction	Instructions on "tent" cards on tables. Mixer (Cartoon: caption and relate to home economics)	F.A.s	
15-20 min.	Rationale for Parenting Education	Talk	F.A.s	

(continued)

Timing 2 1/2 hrs.	Activity	Method	Who Responsible	Resources People and Materials
15 min.	Brief description of project	Film	EDC	Exploring Childhood preview film (15 min.) Brochures Transparencies
15 min.	Exploring Childhood activity	Small group	F.A.s	
15-20 min.	Feelings about Parenting Education	Conversation w/ administrators, parents, advisory committee		Administrators Parents AC members
15-20 min.	Exploring Childhood activity	Small group	F.A.s	
15 min.	Presentation of information re: workshop	Talk. Questions and answers	F.A.s	
20 min.	Examination of materials	Coffee available, circulate, discuss/question F.A.s, etc.	F.A.s	Information sheet Application Display

- Post and share designs.
- Critique the designs as a group.
- List design decisions and issues discovered in exercise (tips and traps).

Sample Participant Responses

- Time priorities and restrictions
- Sequence (what's before what)
- Transitions
- Best activity for a particular goal
- Start up
- Ending
- Flow and relationship of activities
- Follow-up
- How to draw out information for participants
- How much input--and how
- What kind of subgroupings--how large--when
- How to handle report-outs for subgroups
- How to ask for feedback and when. Evaluation--is it different?
- Division of labor of leadership
- Advance information? How much? From whom? (or when they arrive)
- Resources needed? When? How much?
- Compulsion--reflex
- How to deal with questions of individuals

and:

(continued)

- Dinner--pizza and salads
- Return slip and money--commitment from participants
- Can order Exploring Childhood books from EDC and sell to participants before workshop
- Survey letter of where to go next--what they want
- Go over feedback sheets
- Check dates for conflicts--schedules, business in school year
- Day of week--Monday, Tuesday, (?)
- Helpful to call on phone--personal invitation and you know they have received information, can bring a friend
- Raggedy start up essential
- Have workshop be experiential, variety of activities
- Try to tie discussion together--"I guess what we're saying is . . ."--summarize
- Appreciate sharing--ask teachers to bring something like handouts
- Relate materials to other areas than just parenting content area--child development; but applies to other areas; just how to use with junior high, senior high, adults, other areas
- Indepth materials--limit areas and content; if you start out too big, they are overwhelmed; build workshops on one another
- Book, How to Take Your Meetings Out of the Doldroms, by Ron Lippitt has good checklist
- Set up series of meetings--three every other week. Can opt for any number of them
- Consider hotels/motels--fun night out
- Consider home meetings
- In own school--information is right there

(continued)

- Try freezer paper--doesn't bleed through, brown wrapping paper
- Send feedback on the feedback sheets to participants after the workshop
- Frustrating to find personal time to do this--start soon; don't put off until later

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5. Process Stop-Action (Worksheet 8) 20 minutes

Sample Participant Responses

Learnings:

- Brainstorming
- Raggedy start up
- Positive approach to planning
- Goal setting
- No breaks
- Force-field analysis
- Peer support
- Resources
- Feedback

Feelings

Explain: Good group, nice pace, good activities, leader sensitive to our needs, task orientation, change of pace, lots of interaction.

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6. Feedback on Day (Worksheet 9)

Sample Participant Responses

1. How relevant was this session to my "here and now" needs?

10	1		
highly	fairly	slightly	not very

2. How probable do you think it is that you will put into action any ideas from this session?

7		2	1	2*		
highly		fairly		slightly		not very

(*Comments from one person who checked "slightly": Process helpful but information we went thru--I don't think much will be used until I have time to digest again.)

3. What do you think might be an outcome in your back-home situation (if any)?

--Assist in our fall advisory board meeting.

--Good in helping to know how to plan future workshops. The skill practice gave me confidence in thinking of how to deal with people--even parents of my students.

--Fewer unexpected situations; confidence to set up workshops with alternatives.

--More effective parenting materials added to my existing curriculum.

--I will use all possible materials in my school and FHA region.

--I'd like to go home and get started!

--I may need some pushing in a few weeks!

--Hopefully good--I am concerned about getting people to come.

--Do joint workshops with other F.A. rather than by myself right away.

--Individual help will be helpful.

--More effective parenting skills, techniques, concerns; effective planning and designing.

--Improve child development program.

--Become more aware of parenting articles, etc.

--Planning session helped me look realistically at population I might serve.

--Doing complete planning useful. I guess I often work my goals, actions, and methods; but not using all the categories.

--Will use "how to preplan, etc." in planning workshops.

--Enjoyed skill practice just to remind myself of some of the situations I may find myself in.

4. Feedback

--Feel good about what went on--how it washed--what we did--feel it was practical.

--Keep up the good work.

--Appreciate your flexibility and group helping me feel comfortable with Christopher.

--My level of involvement was low.

--SUPER FUN DAY!!! I'm excited.

--Excellent planning and design workshop.

--Great that you didn't impress your ideas on us--that we had to formulate our own.

--Provided much-needed help!

--Additional information and techniques could be helpful.

--Room changes kept us busy--handled it well.

--Helpful to meet with state people before planning.

--Would like to see sharing of successful outcomes by other F.A.s.

--More information needed!

--Leaders showed good example for frustrating situations (room changes).

--I like sharing any ideas.

--Would like to have "talked thru" all the workshop designs.

--Would like to know goals of all types of workshops--send information?

--Wish state teams could have been together in planning sessions.

--Fewer frustrations on plans, formats, needs, etc.

--Time just flew--good day.

Questions:

What about funding?

How are costs covered--supplies, forms, etc.?

DAY THREE

Goals

- Practicing skills in working with others
- Continuing analysis of process
- Planning back-home activities
- Establishing support systems

Materials

- Worksheet 10
- Newsprint, easels, markers, and masking tape
- Tables and flexible seating

Procedures

1. Raggedy Start up 15 minutes

Post yesterday's feedback for review by participants, plus provide feedback on their feedback.

2. Open Time 1 hour

Purposes: to address participant needs that have not yet been responded to; and to utilize data gathered during intial day of workshop.

Group size: all

Participant materials: no worksheets

Physical setting: seating in horseshoe facing newsprint and easel

Process:

- Post list of responses to first-day opening activities--question 5.
  - --Mark a (+) next to those items you feel have been addressed adequately.
  - --Mark a (-) next to those items you feel still have to be addressed.
- Design activities to address unmet needs of the group.

3. Mini-Lecture: Overview of Parenting Collaborative 1 hour

Purposes: to review major components and activities of the project; and to further define the role of the Field Associate.

Group size: all

Participant materials: no worksheets

Physical setting: large group sitting theatre style facing speaker

Process: give mini-lecture

Project Overview

The Tri-State Parenting Collaborative is a joint project involving EDC, three state Departments of Education, and three major universities in Education for Parenthood activities. It is supported under a grant from The Bush Foundation.

- o Goals
- o Structure
- o Focus
- o Activities

(refer to The Tri-State Parenting Collaborative: Final Report)

- Resources
- Logistics

Expectations of Field Associates

- Conduct workshops during the year; dates and locations to be determined by state teams.
- Recruit participants for summer workshops.
- Provide technical assistance to personnel introducing, expanding, or planning to introduce parenting programs.
- Create linkages between schools and community groups interested in or involved in EFP in your area.
- Perform other duties as agreed to with members of your state team.
- Have question-and-answer period.

4. Brainstorming: Other Supports — 1 1/2 hours

Refer to brainstorming procedures described under Day One.

Process:

- Review the rules of brainstorming.
- Introduce topic: What other supports will the Field Associates require to perform their roles successfully?

Sample Participant Responses

- Administrator re: funding possibilities
- Other teachers
  --help with my teaching and class
  --help with workshop
  --help with team teaching in parenting education
- Verbal support--understanding of my being away from class
- Support from family
- Administrator--feels important away from class

- Administrator--other teachers become involved because of administrator's interest.
- Local nonschool groups
- Nearby college resources
- Fieldsite people
- Parents
- Board support for parenting curriculum
- Advisory Committee

Negative responses or attitudes an F.A. might have to cope with:

- Nonresponse--apathy--"laid an egg"
- Criticism of program
- Disagreement
- Professional jealousy
- Defensive, threatened
- Our students won't have interest here

Possible reasons for nonresponsiveness:

- Required to be there
- Tired
- Room too hot
- Too much to do without getting into this
- Fear, feel inadequate
- Being here alone
- Resistance is legitimate--effort at conserving old ways
- Timing of responding is important

- Post brainstorming results.
- Discuss strategies for dealing with negativism that might be encountered in work as a Field Associate--list, post, and discuss.

Sample Participant Responses

- o Recognize and let people know you recognize but "not judge" their feelings
- o It is saying a lot about them as well as me (it's both of us--a mutual issue)
- o "Self caucus" time before responding
- o Norm in group of "open" to criticism
- o Norm in group of positive feedback
- o How valid a sample of data is this
- o Feedback about feedback as a correction

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5. Feedback on Workshop (worksheet 10)

- Goals I had for the workshop prior to the initial session.
- Goals that have been adequately met by the final session (including those not identified above).
- Goals that have not yet been adequately met (including those identified during the workshop).
- My feelings about being a Field Associate involved in this project are best represented by:

+ |_______|_______|_______|_______| -

Explain:

- Other ideas, feelings, etc., you would like to share about this project, your role, our working relationship.

Sample Participant Responses

I. o Goals I had for the workshop prior to the initial session:
--Ideas for Advisory Council
--Ideas for Awareness Workshops
--More complete background on project, funds, etc.

o Goals that had been adequately met by the final session (including those not identified above):
--The three goals above have definitely been met. Also, I think a group cohesiveness between the N.D. and S.D. teams has really expanded and developed.

--So many goals have been met that I can't even think of all of them.

o Goals that have not been adequately met (including those identified during the workshop):

--I still am a little apprehensive about allowing myself enough time to really do the job I want to do and to show the enthusiasm that I know has to be shown in order for the project to really take off and go some place.

--I'm excited--I just hope we can do all the things we've talked about.

o My feelings about being a Field Associate involved in this project are best represented by:

+ |______|______|______|______| -

Explain:

Good, comfortable--I just hope we can sell our program and the need to the administrators.

o Other ideas, feelings, etc., you would like to share about this project, your role, our working relationship:

--I feel good--definitely worthwhile.
--I'm excited about getting a start.
--I'm so glad you really let us work on the planning and not just learn techniques and ideas. Thanks!

II. o Goals I had for the workshop prior to the initial session:

--Define more specifically the directions our state program will take.

--Develop strategies for working with other agencies.

--Identify my own role and responsibility in the project.

o Goals that had not been adequately met by the final session (including those not identified above):

--All met--(including those not identified above): have a clear picture of where we are going and why.

o Goals that have not been adequately met (including those identified during the workshop):
--No answer

o My feelings about being a Field Associate involved in this project are best represented by:

+ |______|______|______|______| -

Explain:

Feel this project has great possibilities as a vehicle for interpreting home economics (and that makes my job easier!).

o Other ideas, feelings, etc., you would like to share about this project, your role, our working relationship:

--Style of workshop was good.

--We did run short of sharing time at the end, but felt good about what we did have time for.

--Plenty of planning time.

III. o Goals I had for the workshop prior to the initial session:

--Clarify roles of Advisory Committee (A)

--Plan Awareness Workshops (B)

--Continue to explore and determine plans for summer workshop and determine responsibility (C)

o Goals that had been adequately met by the final session (including those not identified above):

--Yes, did clarify roles of Advisory Board and planned meeting! (A)

--Yes, really feel relieved and good to have this basically done. (B)

--Not much done on this. (C)

o Goals that have not yet been adequately met (including those identified during the workshop):

--Plans for Summer Workshop need to be "reworked" (C)

o My feelings about being a Field Associate involved in this project are best represented by:

+ | X | | | | -

Explain:

Feel that this is an opportunity and a challenge for both individual personal and professional growth and to make a significant contribution to people: home economics teachers, students, and society!

o Other ideas, feelings, etc., you would like to share about this project, your role, our working relationship:

--Am looking forward to continuing with project and actually getting started with Advisory Board Awareness Workshop, etc. It is also providing an opportunity to conduct some research.

--I'm enjoying the interaction with the other steering committees, and getting to know people with similar concerns and interests from South Dakota and Minnesota.

IV. o Goals I had for the workshop prior to the initial session:

--To get information on networking for North Dakota.

--What target groups to involve.

--To get some idea as to how to separate material for various courses.

o Goals that had not been adequately met by the final session (including those identified above):

--Very good designs for Awareness Workshops, Advisory Boards.

--We did identify target groups.

--I feel more comfortable with my role as Field Associate.

o Goals that have not yet been adequately met (including those identified during the workshop):

--No answer

o My feelings about being a Field Associate involved in this project are best represented by:

+ | X | | | | -

Explain:

I think one of our tasks for the Advisory Board is to keep us out of the clouds as that is where I'm at in parenting now.

o Other ideas, feelings, etc., you would like to share about this project, your role, our working relationship:

--So many positive things have happened, no frustrations at all.

--We had good directions of where to go and how to do it.

--This workshop eased a lot of frustrations built up in Minnesota of not getting a good handle on the situation.

V. o Goals I had for the workshop prior to the intial session:

--To know and understand the roles and responsibilities for each Steering Committee member throughout the project.

o Goals that had been adequately met by the final session (including those not identified above):

--I feel that I have a basic understanding of the roles and responsibilities for each Steering Committee member.

--Designs for Awareness Workshop.

--Designs for Advisory Council meetings.

o Goals that have not yet been adequately met (including those identified during the workshop):

--Finalizing plans for spring meeting.

--Finalizing plans for summer workshops.

o My feelings about being a Field Associate involved in this project are best represented by:

+ |__X__|_____|_____|_____| -

Explain:

> I am excited about this project!!! There is a need for parenting education and I am honored to be "pioneering" in this field within the home state.

o Other ideas, feelings, etc., you would like to share about this project, your role, our working relationship:

--I understand my role within this project more clearly than upon completion of previous experiences.

--All three states, along with the project director, get along beautifully.

--Cooperative working relationship.

ADVANCED LEADERSHIP SKILLS WORKSHOP

The goal of follow-up training is to reinforce skills developed during initial training, to introduce new skills related to Field Associates' activities as consultants, to address problems that have arisen in their new roles, and to sustain enthusiasm generated by the Field Associate role. The skill areas developed in the five-day sessions are those related to communications, leadership, the consultant process, group facilitation, and human relations.

The following design is a composite drawn from Advanced Leadership Skills Workshops conducted in 1978, 1979, and 1981 at the University of Minnesota. Participants received three graduate-level credits for their involvement in the program. Workshops during the last two years were cofacilitated by Dennen Reilley and Susan Hallonquist. Size of the workshops was limited to twenty participants to maximize interaction and to allow individualization of the program.

The workshop design follows the general sequence of activities outlined in Part One:

- Getting acquainted--raggedy start up, initial brainstorming, and small-group work.
- Closing expectations gap--listing common goals and regularly reviewing how well goals are being met.
- Exploring roles and sharing leadership--leadership style instrument, small groups, faculty meeting exercise, moving from leader/facilitator to group-participant responsibility for workshop.
- Learning about feedback--feedback sheets, personal feedback exercise, FIRO-B instrument, and feedback on feedback.
- Developing an awareness of process--process-stop action, faculty meeting exercise, structured activities on tasks, observation forms and reports, and feedback.

- Engaging in a competition task--conflict styles/organizational decision-making (exploring the functional and dysfunctional effects of interpersonal conflict).
- Participating in a collaboration task--murder one (demonstrating that working together/cooperation is possible within a society that values competitiveness).
- Doing a consensus task--NASA simulation (proving that arriving at collective decisions is usually superior to individual decisions).
- Planning back-home applications--images of the future, force-field analysis, action planning, and the consultant role.

DAY ONE

Goals

- Getting to know one another
- Reducing the expectation gap
- Practicing roles, shared leadership, and leadership styles
- Developing an awareness of process
- Learning about feedback

Materials

- Worksheets 11 through 15
- Newsprint, easels, markers, and masking tape
- File folders, string, scissors, and pens or pencils
- Six-foot table near entrance, additional tables available, and flexible seating

Procedures

1. Raggedy Start Up 1 1/4 hours

Purposes: to learn about participant expectations for the workshop; and to introduce other goals as stated in Part One of this booklet.

Group size: an unlimited number of pairs

Participant materials: worksheet 11 packet

Physical setting: a room large enough for pairs to talk simultaneously without disturbance, with table containing worksheets and materials near the door.

Process:

- Pass out or have participants pick up worksheets 11-1 and 11-2 and begin.
- Conduct warm-up interviews:

  --What is your job? Your main activities?

  --What do you find most exciting and interesting about the work you are doing now?

  --What prior training experiences have you been involved in? What have you liked most about them?

  --What have been your experiences as a Field Associate? What have you liked most/least about the role?

  --What questions do you most want to explore during this workshop? What do you most want to get from it?

- Circulate, read other folders, and get to know others.
- Report answers to last interview question to whole group, on newsprint, and prioritize.

Sample Participant Responses:
Expectations for Week/Skills, Learnings, etc.

o Observe role model

o Conflict resolution

o Decision making

o How to keep on schedule (cut off without being nasty)

o Getting everyone involved

- Maintain control of group (especially adults)
- Role play (when, how, etc.)
- Debriefing techniques
- Problem solving
- Listen well
- Stimulate participation of others
- Needs assessment
- Organize a new group
- Leadership skills
- Better group participation
- Involving people (motivation)
- Evaluation techniques
- How to get tasks done, meet goals
- Getting people to try something new
- Increase meeting productivity
- Cooperation/reduce conflict
- Maintain high interest level
- Manage various group sizes and/or backgrounds
- Sharing year-long experiences as Field Associates
- What happens after Bush $ ends
- Facilitate group responsibility for responding to questions (when/if necessary) plus (when and how in secondary classroom)
- Practical experience
- Resources

Post manila folders for re-reading at leisure.

2. Mini-Lecture: The History of Leadership Training 15 minutes

Trace leadership workshops from CCSC in 1956 to current theories of structure and facilitation.

3. Brainstorming: Leadership 15-20 minutes

Purposes: to discover participants' view of a leader; and to broaden their perceptions.

Group size: all

Participant materials: no worksheets

Physical setting: seating in a horseshoe facing newsprint and easel.

Process:

- Review, list, and post the rules of brainstorming.
  - --Say anything that comes to mind.
  - --No discussion.
  - --No judgments.
  - --Repetition is okay.
  - --Piggybacking on others' ideas is fine.
  - --Periods of silence are okay.
- Introduce topic: What are the characteristics of an effective trainer or leader? What skills are required?
- Post brainstorming results.

Sample Participant Responses

responsive
assertive
positive attitude
consistency
flexible
easy
resourceful
listener
capable
role model
diplomatic
priorities
motivated
congruent
"god"-like
loyal
organized
calm under pressure
analytical
trustworthy
goal setter
goal maintainer
goal attainer
compassionate
aggressive
helpful
informed
trained
educated
human
sower
sense of humor
competent
reliable
reduces stress in environment
adjustable
sober
enthusiastic
problem solver
time manager
motivates others
happy
personable
expedient
confident
disciplined
intuitive
sure
knowledgeable
sincere
empathetic
decisive
educable
appreciative
tolerant
realistic
patient
sympathetic
self-motivated
persuasive
dependable
trustworthy
self-control
low "boiling" point
energetic
trusting
friendly
practical
goal changer
sober
energetic
good example
creative
dynamic
honest
realistic
teachable
admits errors
sees leadership in others
farmer
delegates
expresses thoughts
recognizes skills and limitations in self and others
alert
keeps abreast of field
accepts limitations
likes own job
articulate
reliable
healthy
unflappable
supports her/his people

4. Leadership Style[1] 45 minutes

Purposes: to have participants think about their own preferred styles of leadership; and to indicate that there are a range of effective styles.

Group size: all

Participant materials: worksheet 12 packet

Physical setting: variable to allow participant movement

Process:

- Pass out worksheet 12-1, which participants are to complete individually.

- Pass out worksheet 12-2 and ask participants to read and then mark scale.

- Pass out worksheet 12-3 and ask participants to score the instrument and mark scale.

Scoring Instructions

Items 4 and 10 are worded so that the scoring is reversed from that of the other eight items. For items 1-3 and 5-9 the scoring is done like this:

Do	Tend to do	Tend to avoid	Avoid
1	2	3	4

The appropriate number is written beside the check mark, and these are totalled. (For items 4 and 10 the scale is 4,3,2, and 1). This score is located on the scale in Part II and is a crude index of the extent to which the respondent's assumptions match those of the two theories.

- Have participants discuss discrepancies between preferred style and instrument data in small groups of three or four persons.

5. Mini-Lecture: Leadership 15-20 minutes

Describe three leadership skill areas: technical, human, and conceptual. Focus on human relations--Theory X and Theory Y, Maslow's Hierarchy of Needs, and management skills related to motivation and productivity.

Break for Lunch

6. Group Process Activity: Faculty Meeting[2]   2 1/2 hours

Purposes: to study behaviors that facilitate and block communication in groups; and to explore the effects of process feedback on team functioning.

Group size: teams of eight role-players, with two process observers for each team.

Participant materials: worksheet 13 packet

Physical setting: role players should be seated around a rectangular table, with the unit leader at one end.

Process:

- Assign role-player his or her role and distribute materials (except for Faculty meeting Agenda II). Give each process observer a copy of the Process Observation Report Forms. Role players are to study their materials privately, while observers discuss their task with the facilitator. The facilitator must take care to ensure that each player sees only his or her own role description.

- Announce that this before-school faculty meeting will last thirty minutes. Begin meeting.

- Process observers report briefly what they saw (no more than ten minutes), and the team reacts. The facilitator ensures that discussion remains on process, rather than on content. Focus on ways to make the next meeting more effective. (30 minutes)

- Distribute Faculty Meeting Agenda II to all role players and a second Process Observation Report Form to each observer. Emphasize that role players should attempt to use the suggestions from the processing session. They should continue to play their roles. Announce that the second meeting will last for 30 minutes.

- Repeat step 3 (observer reports, player reacts, discussion of process). The facilitator should give attention to areas in which improvement was observed.
- Pass out and discuss worksheet 13-16.

7. Process Stop-Action (worksheet 14)

Sample Participant Responses

- o Interviewing
- o Establish rapport/getting acquainted
- o Personal objectives
- o Raggedy start up
- o Listing
- o Brainstorming
- o Prioritizing
- o Shared concerns
- o Rearranged room
- o Debriefing
- o Lecture
- o Number of resources in this room
- o Concern for workshop participants
- o Relaxed, nonpressured environment
- o Organized, keep things moving
- o Progress by group input

---

8. Feedback on Day (worksheet 15)

Sample Participant Responses

Positive (+)

Good group

Good experiences

Relaxed atmosphere (friendly)

Good to see people from last year

Listening skills

Role model

Skill practice

Content of mini-lecture

Clear directions

Preparation for work with other groups

Well prepared

Documentation

New learnings

Working in triads

Openness

Handouts appreciated

Productive and informative

Group involvement

Good interaction

Negative (-)

Hot room

Need time to think (digest information)

Unsure of own ability to consult

Insecure about assignments

Lists--is group consensus valid?

Reading in class

Didn't know purpose until end of day

Coffee break philosophy--should have started in morning

Value of consultant skills for us in teaching

Mini-lecture

Total goal of week unclear

Table to lean on and put cup

(continued)

Positive (+)	Negative (-)
Good sharing	
Moved quickly	
Good use of time	
Everyone seemed at ease	
Need time to consult on own real problems/share teaching strategies	

DAY TWO

Goals

- Involving participants in structured activities relating to communications
- Developing skills in working with others
- Modeling leadership behaviors
- Completing a consensus and/or cooperation task

Materials

- Worksheets 16 through 19
- Newsprint, easels, markers, and masking tape
- Tables plus flexible seating

Procedures

1. Raggedy Start Up 15 minutes

Post yesterday's feedback for review by participants; provide feedback on their feedback.

Check (✓) the chart on "expectations" for the workshop where appropriate for each of the 15 items. (Expectation list generated on first day; refer to page 99.)

Sample Participant Responses

Expectations (See number on list)	Accomplished	Started to work on	Not there yet!
1		√√√√√√√√√√√√√√√	
2		√√√√√√√√√√√√√√√	
3		√√√√√√√√	√√√√√√√
4		√√√√√√√√√√	√√√√√
5		√√√√√√√	√√√√√√√√
6		√√√√√√√√√√√√√√	√
7	√√√	√√√√√√√√√√	√√
8		√√√√√√√√√	√√√√√
9		√√√√√√√√	√√√√√√
10		√	√√√√√√√√√√√√√
11		√	√√√√√√√√√√√√√√
12			√√√√√√√√√√√√√√√
13		√√√√√√√√√√√√√√√	
14		√√√√√√√√√√√√√	√√
15		√√√√√√√√√√√√√√√	

3. Small-Group Work: Communications — 3 hours

Purposes: to involve participants in activities related to listening, intervention, and confrontation; and to focus on small-group processes.

Group size: variable for different activities.

Participant materials: worksheets 16 and 17

Physical setting: a room with movable chairs to allow flexible groupings and regroupings.

Process: I. Listening Skills

- Each participant should select a topic (e.g., my hobby, my last trip, my favorite sport) and prepare a 3-4 minute talk on that topic.
- Divide the group into subgroups of three. The first person will act as referee, the second as speaker, and the third as listener. The referee is responsible for the following steps:

  --The speaker delivers a 3-4 minute presentation.

  --The listener summarizes in his or her own words (without notes) what has been said.

  --If the summary is thought to be incorrect, the referee or speaker may interrupt to clear up any misunderstandings.

  --After the summary and any discussion, the participants in the group should rotate roles.

- The activity ends when each person has performed in each role.
- Questions for large-group discussion:

  --Did you have difficulty listening to others during this exercise? Why?

  --Did you have difficulty getting ready for your turn and listening at the same time?

  --When others summarized your remarks, did they do it in a shorter, more concise way?

  --Did you find you were not getting across what you wanted to say?

  --Was the manner of presentation by others affecting your listening ability?

  --What do you feel are important elements of being a good listener? A good speaker?

- List and post the groups' responses.

Process: II. Interventions

- Begin the activity with a "fishbowl" demonstration.
- If the group is ten or more people, divide into two subgroups; if less, remain as a single group. The group may choose any topic for discussion (e.g., the need for EFP).

- Select a facilitator for each subgroup. Begin the discussion and intervene as appropriate (questions, statements, etc.). After the second intervention, if you think a third is appropriate, raise your hand and stop the discussion.

- Each person in the group writes down what he or she feels the appropriate intervention would be. Each person reads suggestions. The group discusses alternatives. The person who devised what is considered the best intervention becomes the facilitator. Resume discussion.

- Continue discussion as above for 15-20 minutes.

- Pass out and read worksheet 16 and resume discussions in groups.

- Continue discussion for another 15-20 minutes.

- Conclude discussion and reconvene as a large group. List the characteristics of an effective intervention, the types of interventions (process, content, etc.), and when to intervene.

Process: III. Confrontations

- Brainstorm confrontation situations or "punch lines" participants have encountered as Field Associates.

- Divide group in threes, pass out worksheet 17, and begin "skill practice."

Break for Lunch

4. Consensus Task: NASA Simulation (a structured activity)[3] 2 hours

Purposes: to compare the results of individual and group decision making; to consider factors that influence the judgment of effective group membership; and to reflect on the differences between self-perception and how others see us.

Group size: groups of six

Physical setting: a room, with tables, large enough so groups do not disturb each other.

Process:

- Individuals complete worksheet 18-1.
- Form groups of approximately six persons each. (15 minutes)
- Give instructions: Individuals are not to change any answers on their individual sheets as a result of group discussion.
- One member of group records consensus on group worksheet--worksheet 18-2. (30 minutes)
- Collect group worksheets.
- Each participant ranks self and every other member of group on two dimensions: number of correct answers and degree of group participation on worksheet 18-3. Member's name must appear on each ranking sheet. Collect sheets. (15 minutes)
- Give instructions: Read correct answers--worksheet18-4; read directions for scoring--worksheet 18-5; score your individual sheet.
- Compare individual and group scores using worksheet 18-7.
- Conduct a discussion relative to reaching consensus.
- Record and post group worksheets, 18-6.

OR

Cooperation: Murder One (a structured activity)[3]

Available from University Associates, Handbook of Structured Experiences for Human Relations Training, Volume VI, pages 75-91. Refer to bibliography in Part Six.

5. Process Stop-Action: (Worksheet 19) (20 minutes)

Sample Participant Responses

- Force-field analysis
- Test-taking and interpretation
- Unstructured consultation

- Structured workshop (mini-session)
- Design
- Skill practice
- Debriefing techniques
- Feedback (and feedback on feedback)

6. Feedback on Day (worksheet 19)

Sample Participant Responses:

My feelings about today are . . . (words, phrases, symbols, colors, etc.)

- Helpful--more relaxed now, nonthreatening
- Fun--full of food and thought and action
- Overwhelming
- It went very fast.
- Glad I came--wish there'd been more time.
- I didn't get to know people as well as I would have liked, and am very anxious to find out more about everyone as workshop continues.
- Time went so fast.
- Still confused re: What EDC wants the role of F.A. to be.
- Good to feel something maybe will happen to disseminate material.

Important ideas for me from today's work are . . .

- More confidence to pursue tasks
- New techniques needing guidance and practice
- Strategies

- Skill practice--design planning
- Input--showing, not just telling what to do
- Don't put administrators on defensive!
- Sharing ideas!
- Defining F.A. role

DAY THREE

Goals

- Completing competition tasks
- Developing an awareness of process
- Improving skills in working with others
- Reintroducing design issues
- Learning about feedback

Materials

- Worksheets 20 through 22
- Newsprint, easels, markers, and masking tape
- Tables plus flexible seating

Procedures

1. Raggedy Start Up 15 minutes

Post yesterday's feedback for review by participants, and provide feedback on their feedback.

Purposes: to identify ways of dealing with organizational or group conflict; to discuss when and why different methods of resolving conflict are appropriate for different situations; and to provide an experience in group decision making.

Group size: an unlimited number of groups of five to seven participants each.

Participant material: worksheet 20 packet

Physical setting: a room large enough to accommodate all participants, with adequate tables and chairs available for each team.

Process:

- Introduce the experience by commenting on the inevitability of conflict in groups and how conflict can be used as a constructive force.

- Give participants copies of the Conflict Styles Worksheet and instruct them to complete the worksheet in 15 minutes.

- At the end of this time, divide participants into groups of five to seven members each and appoint one observer for each group. Observers are briefed on what to look for.

- Give a copy of the Conflict Styles Worksheet to each group, and instruct groups to complete the worksheet as groups. Advise them to avoid conflict-reducing techniques such as the use of majority power (voting), minority power (persuasion based on pressure), or compromise (giving in to keep the peace). Urge them to view differences of opinion as constructive and to make their ranking decisions as a group, based on logic as well as mutual understanding. Tell them they will have 45 minutes in which to complete the worksheet.

- Each group observer reports to his or her group on how it handled the ranking task and any conflict that arose. Specific incidents are described to provide group members with pertinent feedback.

- When the observers have made their reports to the subgroups, the total group is reassembled, and each group's decision is posted on newsprint. If any group's decisions differ widely (a "1" and a "5" choice for the same problem), the facilitator may focus on intergroup conflict by having each of the small groups explain the rational for each of its responses.

- Discuss the five styles of handling organizational conflict. Give an example of each style, when it might be appropriate, and so on. Participants may be urged to discuss these styles in terms of what they have just experienced. Participants then identify by style the ways of dealing with conflict listed for each case on the Conflict Styles Worksheet. (Usually they are able to identify the responses correctly.)

- Process the activity with the group by considering the learnings gained from the experience and their application to real-life situations. List major points on newsprint.

Break for Lunch

3. Mini-Lecture: Consultants 20 minutes

Review the functions and skills of a consultant within the framework of the consulting processes listed in the introduction to this booklet.

4. Brainstorming: The Principles of Consulting 40 minutes

Review purpose, group size, worksheets, physical setting, etc.

Process:

- Review the rules of brainstorming.

- Introduce topic: What are the tips and traps of being a consultant?

Sample Participant Responses

Tips:

- o Pick the correct medium for intervention (need not be face-to-face only, you can use letter, memo, or phone as appropriate).

- o Pick the correct focus for intervention (individual, group within client system, or total system)

- o There is a difference between deciding not to intervene and failure to intervene.

- o Pick the correct time for intervention (proactive or reactive).

Traps:

- Allowing self to be "led on."
- Hidden agenda remains "hidden."
- Not really listening.
- Others coerced into situation.
- Putting other person or system on the "defensive."
- Feeling you have all the answers.
- Trying to do too much in too short a time.

Other:

- Be empathetic.
- Be tentative (explore alternatives).
- Be enthusiastic.
- Be well prepared (have knowledge about client, resources, and possible activities).
- Post brainstorming results.
- Lead large-group discussion of major issues raised.

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5. Design of Inservice Workshops and/or Support Group Sessions — 45 minutes

Purposes: to review and reinforce design skills; to allow state teams to work together; to provide an opportunity for participants to address questions/concerns raised on Day One; and to give participants an opportunity to plan back-home activities.

Group size: small groups of 3-4 persons

Participant materials: Worksheet 21 packet

Physical setting: tables group around room with enough space for groups to work without interfering with the work of others.

Process:

- Pass out worksheets. Groups should record preplanning and planning ideas on newsprint for sharing with group later.

Sample Preplan

Client Population	Hoped-for Outcomes	Activity--Methods and Ingredients	Materials and Resources
Home Ec. teachers Univ. staff -female -21-29 -Minn.-S.D. -Workshop part.	Sharing a successful practice Self-evaluation Ideal use in classroom Modeling They become open to sharing with use New approaches to "used" material Thinking	famous footprints self-evaluation intro to unit--raggedy start up egg baby--intro to unit total project--thinking to future family circle--thinking about family relationships--my place in the family family picture--reflections--best part of childhood--drawing	newsprint crayons scissors project papers board to write on chairs in semi-circle

Sample plan

Time Minutes	Activity	Method	Who Responsible	Resources People and Materials
0-12	Famous footprints	Read instructions; use	Pam	paper pencil scissors
0-12	Family circle	Read--explain give example	Phyllis	pencil paper
10-12	Me at 5	Give instructions; give time to work; give example--share	Alice	paper crayons
10-12	Egg baby	Show examples; share method-of-preparation idea sheet	Jan	project sheets
10	Share experiences of group	Verbal	Pam	
8-10	Evaluation	Sheet		Evaluation sheet

* * * * * *

Evaluation

Goal or objective met	10	8	6	4	2	1	Way off
New ideas gained or new methods learned	10	8	6	4	2	1	None--knew them all
Presenters showed knowledge and enthusiasm	10	8	6	4	2	1	None

6. Group Design Activity

Select topics for workshops, divide into teams of two or three, and design session.

Sample Participant-Selected Topics

- Evaluation
- Knowing audience/group
- Raggedy start ups
- Group size
- Motivation, participation, and attendance
- Set and meet goals
- Accomplish tasks within limited time frame
- Workshop resources

7. Feedback on Day (worksheet 22)

Sample Participant Responses

Today's session was . . .

- Varied, positive, sometimes long
- Anxious at first--dissipated when I got upstairs
- Good to debrief with others
- Positive
- Great, gained confidence in my ability and had success with task
- Growth-producing (with introspection and turmoil)
- Clearer to me
- Relaxing and rewarding

- Okay
- A warm fuzzy
- Exciting to work in consulting role
- Fun. Inservice was rewarding.
- Productive
- Super
- Fun--I loved our mini-workshop.
- Sense of accomplishment in group
- Really interesting--I was very involved.
- Each day has been better than one before.

Today I learned . . .

- How to alter plans, be more flexible
- How to approach another (unknown) group
- About force-field and debriefing techniques
- How to organize and implement mini-workshop
- More humility
- That I could lead mini-workshop
- Problem solving and designing a workshop is not as easy as it seems
- Many ideas for using community resources
- The other group wants to share ideas
- About force-field analysis
- Some new resources and personal strengths
- How to do force-field analysis
- Force-field/interview technique
- How to use force-field analysis
- Generally, people like to share
- It's interesting to conduct a mini-session
- About force-field analysis (I can use this in personal life, also)

Tomorrow I hope to . . .

- Gain more ideas from others
- New ideas for sharing
- Learn about needs assessment
- Increase role-play skills
- New skills
- Learn how to role play more effectively
- Learn about other group's designs
- Learn about Starting a Healthy Family
- Gain new ideas
- Complete what we set out to do
- More ideas
- Have discussion on feelings of professional adequacy
- Learn from others about their designs
- More about needs assessment
- Share with group
- Learn some new things
- Get new ideas
- Learn more about role playing

Sample Participant Responses

How do you feel about what we accomplished today?

11	5	0	0
Very Satisfied	Fairly Satisfied	Somewhat Dissatisfied	Quite Dissatisfied

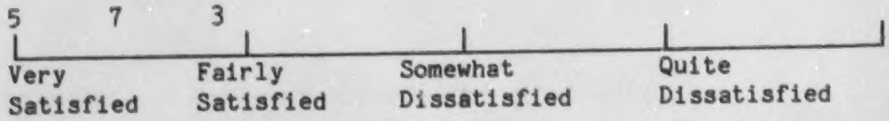
How do you feel about the way we worked on our tasks?

8	8	0	0
Very Satisfied	Fairly Satisfied	Somewhat Dissatisfied	Quite Dissatisfied

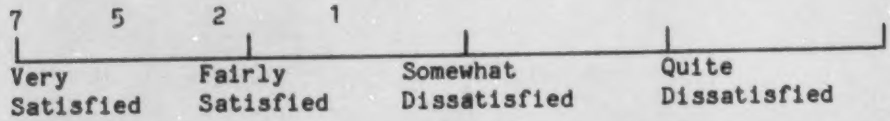
Comments:

- o Like changing pattern of activities
- o Good preparation
- o Cooperation
- o Day went fast
- o Time to reflect--less rushed
- o Relaxed atmosphere
- o Get more specific
- o Sharing time
- o Felt good about helping others
- o Liked doing
- o Room better
- o Goals obvious
- o Structured activities
- o Feel I accomplished something
- o Know what we're going to do next and feel good about it
- o Want feedback on design
- o Self-evaluation could have been shorter
- o Enthusiastic group
- o Relevant topics
- o Directions clear
- o Accomplished a lot

How do you feel about what we accomplished in this session?



How do you feel about the way we worked on our tasks?



Comments:

- o We learned various leadership techniques.
- o Assignment confusing.

- Would have liked deeper analysis of NASA results.
- Was happy to be with different set of people.
- Provided info participants wanted.
- Task oriented!
- Feel good about self and group.
- Really enjoyed NASA materials.
- Learned new techniques.
- Clear directions.
- Good skill practice/processing.
- I like how you involve us.
- Skills being strengthened.
- Info applicable at home.

What suggestions do you have for our next session?

- Don't leave assignment until end of long day.
- Went well--did not tire.
- Many new experiences.
- Keep things moving--the more you cover, the more I learn.
- Appreciate one hour for presentation; I hate to work in cramped time frame.
- Continue demonstrating processes.
- Could use more resources for planning.
- Too much time (8 hrs.?) on mini-workshops. (Should walk through.)
- Frustrated--last 15 min. threw me, and to know what you want in mini-workshops.
- Keep going--you're doing great.

DAY FOUR

Goals

- Refining design skills
- Involving participants in self-evaluation
- Increasing awareness of process
- Promoting sharing and peer support

Materials

- Worksheets 23 and 24
- Newsprint, easels, markers, and masking tape
- Tables and flexible seating

Procedures

1. Raggedy Start Up 15 minutes

Post yesterday's feedback for review by participants, plus provide feedback on their feedback.

2. Expectations List

Check ( ) list generated on first day.

Sample Participant Responses

Expectations (see number on wall)	Accomplished	Started	Have not begun
1		√√√√√√√√	
2	√	√√√√√√√	
3		√√√√√√√√	
4	√	√√√√√√	√√
5		√√√√√√	√√
6	√√√	√√√√	√
7	√√	√√√√√	

(continued)

Expectations (see number on wall)	Accomplished	Started	Have not begun
8	✓✓	✓✓✓✓	✓✓
9	✓✓	✓✓✓✓✓	
10	✓	✓✓✓	✓✓✓✓
11	✓✓	✓✓✓✓✓✓	✓
12			✓✓✓✓✓✓✓✓
13	✓✓	✓✓✓✓✓	✓
14	✓	✓✓✓✓✓✓✓	
15	✓✓	✓✓✓✓✓✓	

3. Mini-Workshops 2 1/2 hours

Process:

Groups

- Plan their workshops.
- Post and share designs.

Sample Design

Working with Small Groups

1. Preplan

Time Frame: 1 hour

Participants:

- Experienced in workshop leading or classroom teaching
- Have experienced groups of different sizes in workshop
- Mostly women

Hoped-For Outcomes:

- Participants aware of pluses and minuses of working with a group of 3 or 4 people.
- Aware of strategies to strengthen positives and overcome negatives of small groups.
- Learn to utilize small-group strategies with larger groups.

Positive Learning Activities and Methods:

- Intro--brief statement of goals for workshop.
- Role play (4 groups of 4) (10 min.)
  - --Small group exhibiting some problems
  - --3 people: 1 shy, 1 dominating
  - --Running out of ideas
  - --Leader prepared for 20 to 30 people--too many
  - --Individuals disappointed becasue of low turnout
  - --Physical arrangement--too many chairs
  - --Too much time planned
- Report back--what problems? What are strengths?
  - --Force-field analysis
- Debriefing brainstorm
  - --Redo role play, trying a different technique
- Regroup and brainstorm
  - --Any new problems?
  - --Which of these strategies did you use? How did they work?
  - --Any additional strategies? Give examples from Lippitt, p. 79. Internal society and exchange of practice interview--resource reading.
- Interview in pairs. Exchange of practice. Summarize. Share partner's idea with large group.
  - --One person share idea that you've used or seen used for a large group--20 people.
- Large group--what's undone?

2. Design

Time Minutes	Activity	Method	Who Responsible	Resources People and Materials
2-3 min.	Introduction	Lecture and post agenda	Peggy	Newsprint
15 min.	Role play	Explanation of roles Break into small groups	Randy	Entire group Chairs Written role description
20 min.	Discussion	Brainstorming	Peggy	Entire group 2 newsprints Markers
10 min.	Role play			Newsprint
	Regroup	Brainstorming		
15-20 min.	2-person view (10 min.)		Randy (explain Int.)	Interview forms People
	Sharing with group (10 min.)		Peggy (lead sharing)	

3. Start Up

Welcome!

"Please sit in a chair located in one of the four circles in the room."

Read the role description placed on the chair you select. This is the role you will be assigned for the role-playing activity to be used in the group-size workshop.

4. Agenda and Activity Sheets

Agenda

- Introduction
- Role of small groups
- Discussion of strengths and problems, strategizing
- Role and discussion
- 2-person interview to share ideas.
- Conclusion

Problems	Strategies to Overcome Problems
Feeling on the spot.	Try to make them feel important.
	Write things down.
	Find a comfortable area and small area.
Too small-not enough balance.	Go call your friends.
	Assign two different tasks.
Leader not listening to dominating person.	Give positive reinforcement.
	Draw in another member of group.
	Nonverbal intervention; distraction or break.
Leader on the spot (play 2 functions at once: people, task).	Flexibility.
	What if worst happens.
	Take advantage.
Hard to implement goals i.e., get people to do things.	Brainstorm possible task.
	Give each person a limited number of things to do, so not overwhelmed.

(continued)

Problems	Strategies to Overcome Problems
Morale.	Emphasize value of each individual.

Strengths	Strategies to Develop Strengths
Aggressive person--and how we would hear her and use her.	Affirm this person's energy. Ask her to make a list of all these important people--and prioritize them. Then have her share 4 or 5 of the most important people.
Is it easier to set goals?	Yes, but it is tentative until further growth.
Jobs for each.	Can make job appropriate for each person and their feelings and abilities.
Each individual felt important.	Encourage each to tell about self. Encourage each to tell about expectations. Acknowledge each person verbally.
Set intermediate goals.	Outline target group. Prioritize needs.
Limited number of techniques (can focus).	Brainstorm.
Meet individual.	

5. Interview Sheets

- What is your idea?
- Is your idea appropriate for a small group (3-6 persons)? For a large group (20-30)? Both?
- Describe your idea.
- Resources needed.
- Problems to watch for.
- How would you adapt it for a larger or smaller group?

Sample Participant Responses

A. 1. Use film to motivate participants--to generate high interest. Provides common data source.

2. a. yes
   b. yes
   c. yes

   Can be used with 3 or more people--small group will be less threatened.

3. View film--share feelings--identify 3 or 4 key ideas. Relate to own personal experiences.

4. Film, projector, screen, room.

5. Group size too large--must be broken down.

6. Large: break into small groups after film.

B. 1. Me Book--sit down with a friend--shares family and releases feelings (family unit--self-esteem used with 9th graders).

2. c. Yes

3. Develop Me Book. Make covers for their Me Books. Cover is to be creative and tells instructor something about them.

(continued)

4. Construction paper, markers, yarn, fabric, crayons, magazines.

5. Involved and time runs out--try to encourage to finish in one class period.

6. Doesn't matter.

C. 1. To decide who talks next in junior high or high school group. Tossing a nerf ball.

2. b. best
   c. yes

3. Give an unfinished sentence--have each person complete and discuss.

4. Nerf ball.

5. No answer.

6. Could use in both.

D. 1. Working for a group to move for a goal.

2. b. yes

3. Brainstorm in large group--small group given task from brainstorming. Report back to large group.

4. None

5. Time

6. Good for small or large group.

E. 1. Technique working with a group to move toward goal. Small discussion groups.

2. a. yes
   b. yes
   c. yes

3. Different colors of candy to divide into groups. Proceed with task for the day.

4. Students, newsprint, and pens.

(continued)

5. Everyone participates. Dynamics between students; relationships and personality.

6. Individual table settings.

F. 1. Raggedy start ups--create warm, relaxed atmosphere--people getting to know each other.

2. c. yes

3. Coffee ready--room arrangement. First arrivals have an activity.

4. No answer

5. Too much time--not enough time.

6. Small--more informal; large--more formal.

G. 1. Structured vs. nonstructured activities.

2. c. yes

3. Give specific directions on how to do an art activity or storytelling (having them do the activity). Evaluate activity, then have them do the nonstructured activity.

4. No answer

5. Too much time on one thing.

6. Set time limits. Have more art stations.

H. 1. Situation ethics--to get people to talk in front of others.

2. c. both

3. Each card has different life situations--a series of choices and a blank (make your own).

Cashier has give you too much money. What do you do?
--Give money back?
--Keep it?
--Ask mother?

Person has to explain.

(continued)

4. Index cards with situations, some scoring paper.

5. No answer.

6. No answer.

I. 1. Pantomime--to get comfortable with role playing.

2. c. yes

3. Assign a simple pantomime (eating ice cream cone).
Pairing--perform for partner only.
Comfortable--not so self-conscious, success.
Follow-up with role playing.

4. Index cards--pantomime described.

5. Never refused--very positive experience.

6. Done in pairs--pantomime.

J. 1. "Ticket to Success"--good for getting acquainted; affirmation of the individual self-concept.

2. c. You have to have small groups, but you can break your large group into small groups.

3. Will send to Dennen--EDC.

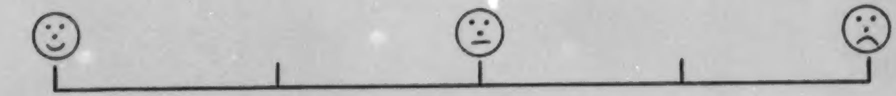
4. Participants, construction paper, large labels.

5. Takes time. Specific instructions need to be given.

6. No answer.

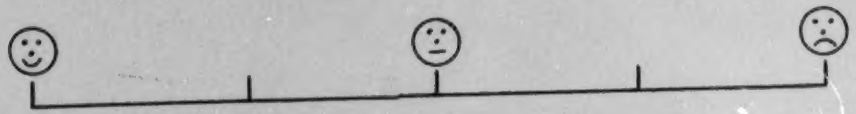
6. Feedback

- How relevant was this session to my needs?



(continued)

- How probable do you think it is that you will put into action any ideas from the session?



- What do you think might be the outcome in your back-home situations, if any?
- Please give any feedback comments to the leader.

Sample Participant Responses

- Time priorities and restrictions
- Sequence of activities
- Transitions
- Best activity for a particular goal
- Start up, ending, etc.
- Subgrouping
- How to acquire and use feedback
- Leadership/facilitator role
- How to involve participants
- Advance information
- Resources required
- Dealing with questions

List key elements of support groups plus small group brainstorming of "no-no's" and critical support issues.

Sample Participant Responses

Key Elements of Support Groups:

- Available
- Sharing feelings
- Sharing problems and successes
- Less structure
- Good time
- Not leader-focused
- Focused on needs of group
- No one person has all answers
- Deals with class issues not people conflicts
- Provide resources
- Comfortable setting away from school
- Group rapport important
- Time to share (talk and listen)
- Network for support beyond meeting

No-No's for Support Groups:

- Develop dependent relationships
- Evaluation of participants
- Creating cliques
- One person dominates
- Talking but not sharing
- Poor timing
- Too leader-centered
- Too formal
- Not accepting others or ideas
- Thinking that everything will be resolved
- No input from group about meeting
- "Putdowns"--criticism

Key Components of a Support Group:

Listening
Caring
Synthesis
Acknowledging
Common needs and/or interests

(continued)

Key Components of a Support Group (cont.)

Linking
Sharing without dominating
Everyone's ideas are positive
Deals with issues not people conflicts

No-No's for Support Groups:

Domination by leader and/or group member
Too "I" centered
Formation of subgroups (cliques)
Putting down ideas/being judgmental or evaluative
Developing your own agenda
Allowing conflicts to continue
Not accepting others as they are
Thinking that every issue will be resolved
Being "closed-minded"

Critical Support Issues:

Dealing with diversity
Dealing with conflict
Time to know and use new material and strategies
Totally negative
Financial
Administrative support
Organization/logistics
Develop support in class
Community resistance
Community support

Describe:

- Differences between support and inservice groups:
  - --Support groups are oriented toward current experience, issues defined by group, facilitated not led, relatively unstructured.
  - --Inservice groups are oriented toward knowledge acquisition and skill development, more leader-focused and structured.

5. Leadership Functions Activity: Group Facilitator Style[5] 1 1/2 hours

Purposes: to explore four basic leadership functions of group facilitators; and to study the relationship between leadership functions and general interpersonal style.

Group size: an unlimited number of groups of three to five members each.

Participant materials: worksheet 23 packet

Physical setting: a room large enough to allow subgroups to engage in simultaneous undistracted discussions.

Process:

- Discuss the objectives of the experience.
- Participants complete the Group Leadership Functions Scale. Direct the scoring of the scale by distributing the Group Leadership Functions Interpretation Sheet and answering any questions.
- Discuss the four leadership functions.
- Obtain group score tallies by asking for a show of hands for high, medium, and low scores on each subscale.
- Lead a discussion of the group norms.
- Have participants form groups of three to five. Distribute the Group Leadership Functions Situations Sheet. Each group chooses two situations on which to focus.
- Group members follow the guidelines accompanying the examples. (20 minutes)
- Direct a discussion of reactions and learnings in the activity. Draw particular attention to the relationship between group leadership functions and general interpersonal style.

Feedback on Day (worksheet 24)

Sample Participant Responses

Today's session was . . .

- Practical help for F.A. role.
- Very helpful, good experience.
- Motivating, eager to go, can't wait.
- Feel more comfortable, at ease. Nonthreatening.
- Very informative.

Today I learned . . .

- Organizing and designing skills.
- Raggedy start up.
- This is a supportive group, lots of ideas from others.
- About continuity, flow.
- Follow-through ideas.
- Strategies of involving others, discovering needs.
- Strategies for meeting, leading discussion.
- F.A. job not as difficult as I feared.

Tomorrow I hope . . .

- To say farewell to friends and look forward to meeting and sharing.
- To feel prepared for F.A. role.
- To get to nitty-gritty--money, allowance, costs, supports, etc.
- To clarify support group in our state, where to get resources.
- Make concrete plans for my activities.
- How to handle negative responses.

(continued)

- Come to terms with my time and energy limits and potentials.

- Work on discussion techniques.

Sample Participant Responses

Positive	Negative
Much info from mini-workshops.	Like visuals more than being talked at.
Skills will help me problem-solve back home.	Felt bad for mini-workshop leaders who were cut short.
Liked the things we ended day with.	None.
Info and handouts all good.	Leadership style worksheet somewhat confusing, not sure what we were to accomplish.
Looking at leadership from both a personal and situational perspective.	So much to do in so little time and feeling somewhat frustrated.
Lots of options: imp. attendance increase participation raggedy start ups leadership skills designing workshops	Some mini-workshops too long.
	Have more time for case history.
Much info acquired and thought process is a challenge.	No time for individual and group analysis/evaluation of our mini-workshop designs.
	Hope FIRO-B isn't ignored.
Well-planned day, good group involvement, liked the activity, excellent info.	Might have broadened resource session to include other ideas.
Consultant info useful.	Afternoon dragged a little.
Day moved quickly, good sharing.	

(continued)

Positive	Negative
Lots of ideas, positive movement toward meeting own expectations.	
I'm working with new people every day.	
Good small-group presentations, lots of good ideas.	
Really enjoyed doing the mini-workshop.	
Great to start day working on own.	
Understanding leaders--seemed to sense our needs.	
Great group to work with.	
Thanks for getting different people to work together, I have learned something from each new contact!	

DAY FIVE

Goals

- Practicing roles and shared leadership
- Closing the expectation gap
- Using instrumentation
- Modeling leadership behaviors
- Planning and back-home applications

Materials

- Worksheets 25 through 27
- FIRO-B instruments, direction booklet, and scoring key
- Newsprint, easels, markers, and masking tape
- Tables plus flexible seating

Procedures

1. Raggedy Start Up 15 minutes

Post yesterday's feedback for review by participants, and provide feedback on their feedback.

2. Expectations Checklist

Check (✓) list of expectations generated on first day.

Sample Participant Responses

Item	Accomplished (as much as possible in four days)	Started Some Progress	Have Not Begun	Prioritize Remaining Items--Choose Two You Would Most Like to Work on Today
1	✓✓✓✓✓✓✓✓✓✓✓			
2	✓✓✓✓✓✓✓✓✓✓✓			
3	✓✓✓✓✓✓✓✓✓✓			
4	✓✓✓✓✓✓✓✓✓	✓✓✓✓		✓✓
5	✓✓✓✓✓✓✓✓✓	✓✓		✓✓
6	✓✓✓✓✓✓✓✓✓	✓✓		
7	✓✓✓✓✓✓✓	✓✓✓✓		
8	✓✓✓✓✓✓✓✓	✓✓✓✓		✓✓✓
9	✓✓✓✓✓✓✓✓✓	✓✓		
10	✓✓✓✓✓✓✓✓✓	✓		
11	✓✓✓	✓✓✓✓✓✓✓✓✓		✓
12	✓✓✓✓✓✓✓✓✓	✓✓✓		✓✓
13	✓✓✓✓✓✓✓✓	✓✓✓✓		✓✓✓
14	✓✓✓✓✓✓✓✓✓			
15	✓✓✓✓✓✓✓✓✓	✓✓		

3. Open Time

Purposes: to address participant needs that have not yet been responded to; to utilize data from "expectations" list; and to utilize data gathered during the initial day of workshop.

Group size: all

Participant materials: no worksheets

Physical setting: seating in horseshoe facing newsprint and easel

Process:

- Post list of responses to initial day opening activity--last question

  --Mark a (+) next to those items you feel have been addressed adequately.

  --Mark a (-) next to those items you feel still have to be addressed.

- Design activities to address unmet needs of the group.

Optional activity: FIRO-B: Fundamental Interpersonal Relations Orientation[6]

Purposes: to provide participants with an understanding of the uses of instrumentation; and to give them insight into their own styles of working with others.

Optional activity: Personal Feedback

Available from University Associates, The 1978 Annual Handbook for Group Facilitators, pages 34-35. Refer to bibliography on pages 174-179 of this booklet.

Break for Lunch

4. Planning for the Future

Purposes: to transfer skills developed at the workshop to back-home situations; and to provide participants with confidence about their competence.

Group size: variable from large to small groups

Participant materials: worksheet 25 packet

Physical setting: flexible with movable chairs and tables

Process:

- Give directions: "Pretend for a minute that we have been transported two years into the future. Looking back in time we see the impact we have made as a consultant/trainer. Let's brainstorm what we observe."

  (Record and post images.)

Sample Participant Responses: IMAGES OF THE FUTURE

- Do more effective workshops--meeting individual needs.
- Started a parenting education group in community.
- Networking of agencies in community involved with parenting.
- Trained at least four other people to assume leadership role.
- Developing a curriculum that incorporates more group involvement, responsibility, and lots of new group techniques.
- Using audience as resource in the future.
- Providing needed leadership in the Parenting Task Force.
- Personal situation--more individually responsible family.
- Better able to deal with class problems.
- Have a Teen-Parent Program operating.
- More parent education programs in community using local resources.
- Increased staff development within child development program.

(continued)

- Staff development offering for extension workers.
- New 4-H leadership manual with improved techniques.
- Opportunities for free-lance work in parenting.
- Using an organization to assess parent needs.
- More student participation.
- More open department meetings.

"We've created quite a list and we've made a considerable impact. Return now from the future to our role in this workshop. What should we be doing over the next two years to make our images a reality?"

- Take the list of images and group similar items.
- Prioritize new groupings in terms of importance (which should be accomplished first).
- Divide the group into subgroups of three and ask each to take one of the priority items for further work.
- Each group should then:
  - --Restate goal as a positive statement.
  - --Prepare a force-field analysis (worksheet 37-2) by listing driving and sustaining forces on newsprint.
  - --Post force-field analysis.
  - --Report to the larger group on their work.
- The larger group should then discuss each force field in terms of:
  - --Importance of goal.
  - --Restraining forces that can be reduced or eliminated.
  - --Driving forces that can be added.
- Large group should then discuss the actual steps required for realization of goal. (who, when, where, what, etc.)

- Each participant should review, in his or her own mind, the entire workshop to date and begin to prepare a plan for incorporating what has been learned here into his or her everyday work. On worksheet 37-3, each should list goals, action steps to achieve goals, and an approximate time frame.

- Share plans with group.

- Group should discuss follow-up and support for reaching goals.

5. Feedback on Workshop

Use worksheet 26, and if time permits:

- Brainstorm learnings at workshop--knowledge, processes, skills, attitudes, etc.

- Use worksheet 27.

1978 Summer Workshop, Sample Participant Responses

What we've learned this week:

1. Use of interventions
2. Process-stop action
3. Force-field analysis
4. Raggedy start up
5. Brainstorming
6. Evaluations (feedback)
7. Role playing
8. Support groups
9. Listening skills
10. Design
11. Debriefing
12. Sharing
13. Self-grading
14. Images of future
15. FIRO

(continued)

16. One-on-one consultation
17. Warm-up diagnostic interviews
18. Interviews
19. Conducted mini-workshops
20. Practicum with other group
21. Mini-lectures
22. Observe role model

Code

A. Learned and useful
B. Learned and not useful
C. Not learned but needed
D. Not learned but not needed
E. Already knew and useful
F. Already knew and not useful

1978 Summer Workshop Results

	A	B	C	D	E	F
1	8		11			
2	15		2		1	
3	12		5		1	
4	16		1		3	
5	6				15	
6	10				9	
7	4		4		9	1
8	8		5		5	
9	6	1	2		8	1
10	17		1		1	
11	16		3			
12	12				6	
13	5		1	1	5	5
14	9		5		4	
15	14	3			1	2
16	13		1			

(continued)

	A	B	C	D	E	F
17	13	1	3	1	1	
18	7			1	10	
19	16				3	
20	18				1	
21	16	1			1	
22	17	1			1	

1979 Summer Workshop, Sample Participant Responses

Workshop Learnings

Skills
1. Role playing
2. Listening
3. Brainstorming
4. Chair a meeting
5. Observing group dynamics
6. Experienced confrontations
7. Interventions
8. Leading discussions
9. Feedback
10. Raggedy start up

Knowledge
11. Characteristics of a leader
12. Outline for training sessions
13. Inventory of personal skills as leader
14. "Roles" of leader and group
15. Force-field analysis
16. Plan a workshop
17. Self-evaluation

1979 Summer Workshop Results

	A	B	C	D	E	F
1	6		1			
2	9		1		5	
3	11				3	
4	7		1		6	
5	10		1		3	
6	9				5	
7	8	1	2		4	
8	4		2		8	
9	8				5	
10	11				2	
11	7		1		5	1
12	10		1	1	1	
13	8		1		4	
14	7		1		5	
15	8	1			4	
16	10	1			2	
17	7				5	

1981 Summer Workshop, Sample Participant Responses

Workshop Learnings

1. More to workshop than meets eye
2. Take risk to confront
3. Courage
4. Flexibility
5. Practice makes perfect (?), better
6. Groups accomplish more than individuals
7. Trust groups to come thru
8. It's less work than one thinks (not overwhelming)
9. Details are important
10. Prepare for unexpected
11. Renewed confidence in own skills
12. Raggedy start--relate to topic

(continued)

13. People are resources
14. Hear what others are saying
15. Process-stop action
16. Force-field analysis
17. Raggedy start up
18. Listing
19. Consensus
20. Feedback
21. Summarizing
22. Resource scanning
23. Structural activities
24. Preplanning
25. Exchange of practice
26. Skill practice
27. Interventions
28. Role playing
29. Brainstorming
30. Small groups
31. Evaluation tools
32. Listing skills
33. Leadership styles
34. Fishbowl (modified and un)
35. Design planning
36. Interview
37. Fading
38. Closing expectations
39. Prioritizing
40. Pacing/flexibility
41. Sense of humor
42. Use of newsprint/markers/tape
43. Method of documentation
44. Mini-lectures
45. Room arrangement/change

1981 Summer Workshop Results

	A	B	C	D	E	F
1	3				12	
2	9				6	
3	4				11	
4	3				12	
5	2				12	1
6	9				6	
7	11		1		3	
8	10				5	
9	5				10	
10	6				8	1
11	13				2	
12	10				5	
13	7				8	
14	5				10	
15	15					
16	13				2	
17	5				10	
18	3	1			11	
19	11		1		3	
20	3				12	
21	8				7	
22	10				5	
23	3				12	
24	3				12	
25	9				6	
26	12				3	
27	13				2	
28	1				19	
29	1				19	
30	4				11	
31	11				4	
32	4				11	
33	13				2	
34	9		1		5	
35	8				7	
36	8				7	
37	11		1	1	2	
38	5					
39	5				10	
40	7				8	
41	1				14	
42	2				13	
43	9				6	
44	6				9	
45	6				9	

Comments:

- Now I can do some of this kind of training myself.
- New experiences lead to growth
- Growth is a lifelong experience.
- There are always new techniques/skills to be learned.
- Learning heightens self-esteem.

Notes

1. Materials on page 109 plus worksheet 12 reprinted from J. E. Jones and J. W. Pfeiffer (eds.), The 1972 Annual Handbook for Group Facilitators. San Diego, CA, University Associates, 1972. Used with permission.

2. Materials on pages 107-108 plus worksheet 13 reprinted from J. E. Jones and J. W. Pfeiffer (eds.), The 1975 Annual Handbook for Group Facilitators. San Diego, CA, University Associates, 1975. Used with permission.

3. Structured activities referred to on pages 113 and 114 are available from University Associates, 8517 Production Avenue, San Diego, CA 92126.

4. Materials on pages 117-119 plus worksheet 20 reprinted from J. E. Jones and J. W. Pfeiffer (eds.), The 1977 Annual Handbook for Group Facilitators. San Diego, CA, University Associates, 1977. Used with permission.

5. Materials on page 131 plus worksheet 23 reprinted from J. E. Jones and J. W. Pfeiffer (eds.), The 1975 Annual Handbook for Group Facilitators. San Diego, CA, University Associates, 1975. Used with permission.

6. Instrument referred to on page 134 is available from Consulting Psychologists Press, 577 College Avenue, Palo Alto, CA 94306.

Part Five
Feedback

Additional feedback from and about the twenty-eight Field Associates trained between 1977 and 1981.

FEEDBACK

We have gathered data from a variety of sources in an attempt to assess the success of the Field Associate model and the training described in this booklet. First, we gathered feedback from workshop participants during and at the conclusion of each training session. Second, during 1981 we solicited and received information from the Field Associates about their work as consultants and workshop leaders--and, retrospectively, about how well the training they received prepared them for their role. Third, during 1981 we asked members of the project steering committee to evaluate the work of the Field Associates. Finally, at the conclusion of each workshop conducted by the Field Associates, each participant was asked to evaluate the session. Information from all four sources is reported here.

Feedback from the Field Associates during and at the conclusion of training sessions is included in Part Five of this booklet. A composite evaluation is included here.

COMPOSITE EVALUATION OF FIELD ASSOCIATE TRAINING SESSIONS

Participant Responses: Feedback on the Workshop

1. How relevant was this workshop to your here-and-now needs?

96%	4%		
highly relevant	fairly relevant	slightly relevant	not very relevant

2. How probable is it that you will put ideas from this workshop into action?

93%	7%		
highly probable	fairly probable	slightly probable	not very probable

3. What do you think would be the uses back home on the job?

   - o "Improved self-concept."
   - o "Better teacher, leader of staff and department, better group member on staff, getting along with people."
   - o "No life situation that this will not apply to in some way."
   - o "Setting up leadership workshop for September in my region."
   - o "No longer feeling overwhelmed."
   - o "Share with husband."
   - o "Strengthened confidence in self."
   - o "More involvement of group."

- "Using skills developed (e.g., listening, intervention, confrontation)."
- "Class leadership."
- "Increased confidence in leadership skills."
- "Allowing me to function more effectively with fellow administrators, staff, and parents."
- "Organizing parenting task force more effectively."
- "I will use everything!"
- "Classroom, department, and negotiating committee meetings."
- "Using others as resources."
- "Increased motivation and enthusiasm for parenting education and for working in groups."
- "Will use this workshop as basis for inservice training of field staff."
- "Use both in classroom and with other staff members."
- "Prepare even more thoroughly, meet individual needs better, use a variety of techniques, and conduct more effective groups and group discussions."
- "I will be conducting August workshops and they will be much better now than they would have been before this week."
- "Continue to support new parenting programs in state."

4. What suggestions do you have for our next workshop?

   - "None."
   - "Five days. Perhaps get off to a more rapid start on first day."
   - "Going over preplanning designs, and assignment earlier in day."
   - "Five days, fewer hours each eay. First two days were slower pace than final two."

- "Keep using a lot of participatory activities."
- "Brief participants more on faculty meeting role play."
- "If possible--more time."
- "Vary methods a bit more: overused some techniques (e.g., brainstorming)."
- "More sharing of success stories."
- "Inform mini-workshop leaders if you will not be attending their session."
- "More opportunity to practice new skills."
- "More of the same."
- "First day not as relevant as I had hoped; need five days--at minimum."
- "Five days. I especially enjoyed mini-workshops and skill practice."
- "Even though I'm tired, I hate to see workshop end."
- "One final comment. In ___ years of attending college classes, workshops, conferences, etc., I have never come away with so many resources, useful handouts, etc. Your presentation was so organized, filled to the brim with learning. Thanks! Dennen and Susan."

Feedback from Workshop Leaders

Feedback from the co-facilitators of several Consultation Skills and Advanced Leadership Skills Workshops indicates a high level of skill development on the part of Field Associates due, at least in part, to their desire to perform well in their new roles. They were enthusiastic, exhibited an extraordinary task orientation, and were highly motivated. Those involved in the training but not serving as Field Associates also performed well if they perceived a clear use for the skills being developed.

POST-TRAINING EVALUTION OF FIELD ASSOCIATES

Responses to Field Associate Questionnaire

During the spring of 1981, each Field Associate completed a questionnaire regarding his or her role, training, and workshop experiences. A sampling of responses is included here.

1. How many workshops (awareness, inservice, support, etc.) did you conduct, and how many people participated?

   95 workshops 3,180 participants

2. What have been some of your activities as a Field Associate?

   - "Awareness workshops."
   - "Used materials in my class."
   - "Presentation to Advisory Committee and PTO group."
   - "Individual help to teachers, parents, and P.T.A."
   - "Assess needs to help plan adult parent ed program."
   - "Trying to involve more private schools."
   - "Teacher aide at summer workshop."
   - "Teaching at AVTI Adult Ed courses."
   - "Workshop for Fall Vocational Home Ec. Convention in August 1980."
   - "Coordinating evaluation, resource person for CD/Parenting teachers."
   - "Conducting advisory board meetings."
   - "Preschool workshop for Sunday School teachers."

- "Cofacilitating leadership workshops."
- "Representation at conferences."

3. How useful was the three-day Consultation Skills Workshop you have done as a Field Associate?

75% 20% 5%

Very Somewhat Not very

Explain:

- "Leadership skills, preplanning and sequence design useful."
- "Set priorities."
- "Sharing of ideas."
- "Strategies and techniques of group work beneficial."
- "Planning with other adult educators was useful."
- "Defining role helpful."
- "Feedback and raggedy start ups were good techniques."
- "Met goals I set."
- "Learned what was expected of me."
- "Used all techniques."
- "Developing skills for an unclear job was difficult."
- "New insight into my capabilities."
- "Excellent."
- "Would have been lost without training."
- "Clarified role and tasks."
- "Equipped one with basic skills."
- "Designing was most helpful."
- "Answered many questions."

4. How would you have performed as a Field Associate without the three day workshop?

70%	25%	5%		
Not as well		Same		Better

Explain:

- o "I would not have functioned at all; I would not have known where or how to start."
- o "The initial workshop was absolutely essential for my functioning in the Field Associate role."
- o "Without workshop, sequence design would have been bad."
- o "Much harder to achieve without the sharing and planning."
- o "Planning model helpful, but still felt foggy about my role."
- o "Felt more competent and I could plan better."
- o "Goals set at workshop were helpful."
- o "Would have had less self-confidence."
- o "Support appreciated."
- o "No idea what to do."
- o "Background info. invaluable, had more audience participation."
- o "Better organized."

5. How useful was the five day Advanced Leadership Skills Workshop in terms of your role as a Field Associate?

70%	25%	5%		
Very		Somewhat		Not very

Explain:

- "As I became more involved in the role, I became aware of additional skills required of individuals in leadership positions--the ALSW helped to meet these needs."
- "Become familiar with new techniques and began support group."
- "Not enough time on concrete items."
- "Re-emphasis of strategies was good."

6. Have you used the skills developed beyond your role as a Field Associate?

70% 20% 10%

Often Sometimes Never

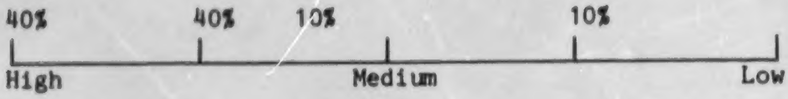
Explain:

- "In professional relationships with administrators, local advisory council, etc. In the classroom, with administrators, with school board members, and with parents."
- "Used communication skill practice in workshops, teaching, and everyday life."
- "Used skills with administration and students, and in my role as parent educator."
- "In lesson planning."
- "More confident in leadership role; assumed leadership/facilitator roles in our church."
- "Helpful in advisory committee meetings."
- "Used for new units of study in home ec. classes; also raggedy start up with Home Extension group."
- "In church's CCD program; I have become the organizer among my peers."
- "In community and with advisory committee, when developing a new program."

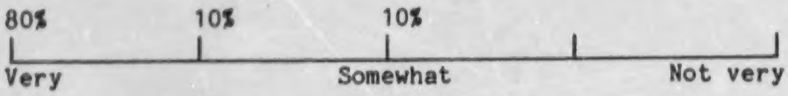
Steering Committee Responses

During the spring of 1981, members of the project's steering committee (ten persons) were asked to evaluate the role and work of the Field Associates.

1. How would you assess the contributions of the Field Associates to the project?



2. How important were the Consultant Skills and Advanced Leadership Skills Workshops to the project?



3. What have been the characteristics and/or achievements of a successful Field Associate?

   - "Motivated self-starters, know how to involve others."
   - "Have time to plan and organize inservice."
   - "Independence."
   - "Willingness to share."
   - "Successful experience in teaching; needs for challenges and new experiences."
   - "Willing to take risks."
   - "Ability to empathize and listen to others."
   - "Helping teachers identify their needs for professional development; dedication."
   - "Well-known by other teachers in state."
   - "Gone through summer class."

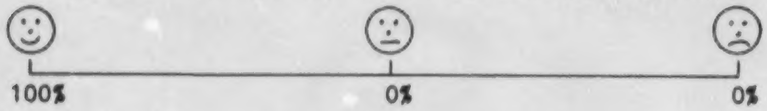
- "Sharing a common interest; ability to use personal resources."

Participant Responses

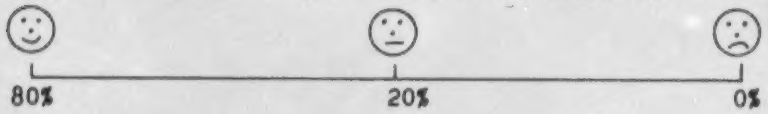
During the period 1977-1981, the more than 3,000 participants at workshops conducted by Field Associates were asked to provide feedback on the sessions. Each Field Associate was free to design his or her form or adapt one of those forms provided during training. Tallied here is feedback from 1,272 participants (40 percent of the total) on the six most extensively used forms. Additional information about participants' evaluation of sessions is provided in *The Tri-State Parenting Collaborative: Final Report*.

I. 150 Participants

1. I was made aware of the Exploring Childhood program.



2. I had an opportunity to ask for and receive some special support I need to implement my parenting program.



3. I was given an opportunity to participate in a sharing system.

4. Comments:

   - "Excellent, educational, worthwhile and enjoyable."
   - "Well-organized. Well worth my time. I left enthused."
   - "Many good resources. Incentive to try new things."
   - "Learned a lot about materials and new teaching techniques."

- o "More workshops on parenting would be helpful. A real 'shot in the arm.' I always like to find out more about materials that are available--it helps a lot to see things first--I'm excited about getting and using them for use in our school."

5. I was made aware of additional supports available (e.g., Summer Workshop).

☺	😐	☹
100%	0%	0%

II. 340 Participants

1. How relevant was this session to your here-and-now needs?

highly relevant	fairly relevant	slightly relevant	not very relevant
78%	18%	4%	

2. How probable is it that you will put into action any ideas from the session?

highly probable	fairly probable	slightly probable	not very probable
82%	16%	2%	

3. What do you think might be an outcome in your back-home situation (if any)?

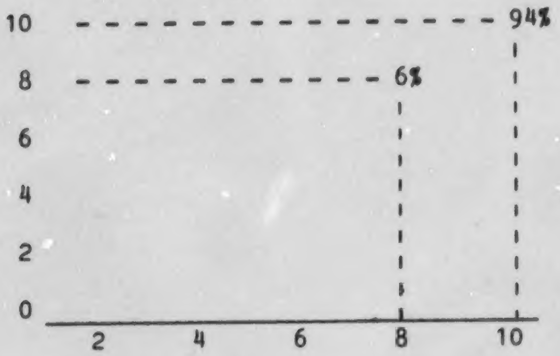
- o "I will use the art activity in my class next week."
- o "Teach H.S. students to more understanding of children's feelings."
- o "My understanding of children's needs and feelings will be greater."
- o "Better understanding of individual needs and values."
- o "More aware of excellent resources--people and materials."
- o "Greater use of film."

4. Comments:

   - "I really enjoyed this session."
   - "Warm, accepting environment that made the workshop enjoyable as well as informational. Relaxed atmosphere."
   - "A model of good teaching. Leader did an excellent job of getting ideas across in a very personable way."

III. 183 Participants

1. How did you enjoy (A) this session? Mark graph A:0 (low) to 10 (high).
2. How useful (B) was this session to you? Mark graph B:0 (low) to 10 (high).



3. Comments:

   - "I liked the way you addressed our diverse backgrounds."
   - "Good ideas for working with groups."
   - "Very helpful."
   - "Relates directly to my teaching."
   - "Well organized."
   - "Lots of new resources."

- "Congenial group--interested leader."
- "Lots of variety."
- "Techniques useful in all classes. Excellent handouts."

IV. 271 Participants

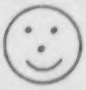
Positive	Negative
"Down-to-earth ideas"	"Sorry, can't think of any!"
"Lots packed into a short time."	"Need more time."
	"Start at 4:30, not 4:00."
"Time went fast."	
"Good films and activities."	
"Many ideas for the classroom."	
"Good ideas and good sharing."	
"Wealth of ideas and lesson plans."	
"Excellent materials."	
"Well organized."	
"Awareness of resource people and materials."	
"Very practical ideas for use with students."	
"Leader energetic and enthusiastic."	
"Contact with lots of resources."	
"Practical ideas."	
"Stimulating."	
"Please schedule more workshops!"	

V. 219 Participants

1. My feelings about this session are (use words, phrases, colors, symbols):

   "Really good--good sharing, good ideas, good materials, and a good leader."

   "Encouraged--things I think are important really are!"

   "Good--my concerns are shared by others."

   "I received the information I wanted and needed."

   "Rejuvenated! Great ideas. Keep up the good work."

2. Important ideas from today's work are:

   "The importance of parenting classes."

   "Availability of resources--people, materials, and summer workshops."

   "I never realized that so many excellent materials were available inexpensively."

   "What a valuable resource the Exploring Childhood materials are."

   "It's good to present teachers with materials that are written by experts and are related to each other in a continuum, and have been tested."

   "We must let our communities know that parenting should be a required part of the curriculum."

VI. 109 Participants

Positive:

Ideas for parenting education classes	57
Panel of resource people	56
Resource materials are excellent	32
Activities/film	37
Want to do more in parenting education	19
Enthusiastic leaders	12
Rationale for parenting education	11
Workshop well organized	7
Excellent workshop	26
Total positive responses	289

Negative:

Needed more time	13
Provide resource list	11
Noise from adjoining room	8
Speakers should be on platform	5
More help needed for smaller schools	5
Crowded room	4
Use a microphone	4
Relationship of parenting, child development, and family-life classes is unclear	2
More materials	2
Need a break	2
More activities	1
How to incorporate parenting in junior high schools	1
Brief group leaders better	1
More activities	1
Film not up to date	1
Too much info. on project	1
How to sell administrators	1
More info. about texts	1
Introduction of participants	1
Total negative responses	55

SUMMARY

As a result of these surveys it appears that: first, Field Associates feel the training received adequately prepared them for the role and met their expectations; after four years in the field they continued to view the role and training positively; third, members of the project steering committee also viewed the contributions of the Field Associates positively; and finally, that participants in workshops conducted by the Field Associates rated those sessions and the leadership of the Field Associates highly.

In an ultimate sense evaluation of both the Tri-State Parenting Collaborative and the Field Associate model rests on the degree to which linkages were created and activities initiated that increased and/or improved Education for Parenthood in the states of Minnesota, North and South Dakota. It is apparent that the project and people involved with it have and will continue to make significant contributions. Refer to the Tri-State Parenting Collaborative: Final Report for detailed information about the project, its goals, and overall impact in the tri-state area; and for a summary of the results of an eighteen-site study of student learning.

Part Six
Conclusion

Concluding statement, listing of Field Associates,
and bibliography of training and
consultation skills resources.

CONCLUSION

This booklet has been developed to document the leadership development programs that have been created to prepare Field Associates for their role as peer resources. At workshops over the past several years, Field Associates have been asked to identify the characteristics of an effective trainer, consultant, and/or leader. It is not surprising that most groups' lists are similar.

- accepting of others
- accepting of criticism
- accountable
- adaptive
- an effective advocate
- analytic
- assertive
- available
- aware of resources
- caring
- committed
- communicative
- convincing
- creative
- credible
- energetic
- enthusiastic
- flexible
- has a good sense of timing
- honest
- an initiator
- inspires participation
- intervenes appropriately
- invokes others
- knowledgeable
- a good listener
- organized
- participatory
- patient
- perceptive
- pleasant
- a problem solver
- prompt
- purposeful
- realistic
- resourceful
- a good role model
- sensitive
- skillful
- supportive
- tactful

Attending a single training session, or many, will not necessarily equip a person with the knowledge, skills, and attitudes to be all of these things. Nor is it necessary to be all of these things before training or consulting with others. However, the Field Associates have developed many of these characteristics and serve as valuable resources in the tri-state area.

The Tri-State Parenting collaborative and Field Associate models that have been developed in Minnesota and North and South Dakota are viable and replicable elsewhere. People interested in exploring the feasibility of replication in their state or region are invited to contact Dennen Reilley at Education Development Center, 55 Chapel Street, Newton, Massachusetts 02160.

Thanks go to The Bush Foundation, Tri-State parenting Collaborative Steering Committee and Advisory Board personnel, the twenty-eight Field Associates, and especially to Dr. Ronald Lippitt--without whom the training programs and this booklet would not have been possible.

TRAINING WORKSHOPS

A listing of participants at Field Associate training workshops conducted in the tri-state area during the period 1977 through 1981. Names marked with an asterisk indicate people serving as Field Associates.

Consultations Skills Workshops

St. Paul, Minnesota, September 1977

Susan Hallonquist*
Anoka Senior High School, MN

Lorraine Hinds*
Brainerd Senior High School, MN

Phyllis Hudler*
Secondary Vocational Center, Duluth, MN

Gail Odeneal
Education Development Center, Newton, MA

Delores Sandbeck*
Dilworth High School, MN

Rose Wallin*
Edina East High School, MN

Caryl Wogensen
Minneapolis Public Schools, MN

Fargo, North Dakota, September 1979

Mary Bath*
State Department of Education
St. Paul, MN

Julie Bell
South Dakota State University
Brookings, SD

Karen Botine
State Board for Vocational Education
Bismarck, ND

Dr. Jennette Dittman
North Dakota State University
Fargo, ND

Sheila Matteson*
Apollo High School, St. Cloud, MN

Alma Nelson*
Bismarck Senior High School, ND

Pamela Raeder*
Minnesota Public Schools, MN

Linda Siebrasse*
Flandreau High School, SD

Imogene Van Overschelde
State Department of Education
Pierre, SD

Sioux Falls, South Dakota, September 1980

Pearl Altenburg*
Williston High School, ND

Marjorie Belanus*
Munich Public Schools, ND

Karen Eisenhardt*
Fargo North High School, ND

Suzanne Gabriel
Education Development Center
Newton, MA

Donette Gering*
Viborg High School, SD

Peggy Johanin[illegible]eir*
Thief River [illegible]ls AVTI, MN

Lois Massa
Custer High School, SD

Marge Ryerson*
Visitation High School
West St. Paul, MN

Mary Lou Siewart*
McIntosh High School, SD

Nancy VanderWaerdt*
Family Education Program
Fairmont, MN

Advanced Leadership Skills Workshops

University of Minnesota, June 1978

Agnes Bergee
Mother and Infant Care Education Program
North Community High School
Minneapolis, MN

Jackie Enquist
Cambridge Senior High School
Cambridge, MN

Susan Hallonquist
Anoka Senior School
Anoka, MN

Joan Harrom
Minnetonka West Junior High School
Excelsior, MN

Sandy Heikkinen
South High School
Minneapolis, MN

Lorraine Hinds
Brainerd Senior High School
Brainerd, MN

Phyllis Hudler
Secondary Vocational Center
Duluth, MN

Lynn Jessen*
Marshall-University High School
Minneapolis, MN

Roberta Mitchell
Franklin Junior High School
Minneapolis, MN

Delores Sandbeck
Dilworth Senior High School
Dilworth, MN

Rose Wallin
Edina East High School
Edina, MN

University of Minnesota, June 1979

Mary Arnold
Northview Junior High School
Minneapolis, MN

Nancy Bengstrom
Suburban Hennepin County Vocational School
Bloomington, MN

Karen Carlson
Askov High School
Askov, MN

Connie Christofferson
Wayzata Senior High School
Wayzata, MN

Patricia Copa
University of Minnesota
St. Paul, MN

Phyllis Counts
North High School
North St. Paul, MN

Ethle Dzubay
Minneapolis Public Schools
Minneapolis, MN

Carol Fluegel
Wright Vocational Center
Buffalo, MN

Janet Hanenberger
Rosemont Senior High School
Rosemont, MN

Lois Hendrickson
Oakland Vocational Coop
Princeton, MN

Regina Johnson
Memorial High School
Ely, MN

Cynthia Krenz
Chisago Lakes High School
Lindstrom, MN

Pat Luehmann
Lewiston High School
Lewiston, MN

Sheila Matteson
Apolla High School
St. Cloud, MN

Alice Nasby
Northfield Senior High School
Northfield, MN

Janell Olson
Edison High School
Minneapolis, MN

Pamela Raeder
Minneota Public Schools
Minneota, MN

Claudia Rohs
Fridley Senior High School
Fridley, MN

Marjorie Ryan
Lakeville Senior High School
Lakeville, MN

University of Minnesota, June 1981

Pearl Altenburg
Williston High School
Williston, ND

Diane Carlson
Sartell High School
Sartell, MN

Karen Eisenhardt
Fargo South High School
Fargo, ND

Donette Gering
Viborg High School
Viborg, SD

Dorothy E. Goldberg
Hacienda La Puente Schools
Preschool and parenting Programs
La Puente, CA

Peggy Johaningsmeir
Thief River Falls AFTI
Thief River Falls, MN

Janice Micholich
Ind. School District #693
Biwabik, MN

Alma Nelson
Bismarck High School
Bismarck, ND

Melanie Nelson
Owatanna, MN

Juanita J. Reed
4-H Youth Development
University of Minnesota
St. Paul, MN

Margaret R. Reilley
Norwood High School
Norwood, MA

Marge Ryerson
Visitation High School
St. Paul, MN

Gail Schwandt
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Sartell, MN

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Carmichael, CA

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Fairmont, MN

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